AMERICAN VOCATIONAL Journal

VOLUME 24 • FEBRUARY, 1949 • NUMBER 2

Portable Homemaking Education Center

Photo by Bob McNellis, El Paso, Tex.

IN THIS ISSUE

✓ *Vocational Teachers Can Use Guidance Procedure*

✓ *The Army Looks at Vocational Education*

✓ *AVA Goes International*

✓ *Sixty-five Cents For a D.E. Lab!*

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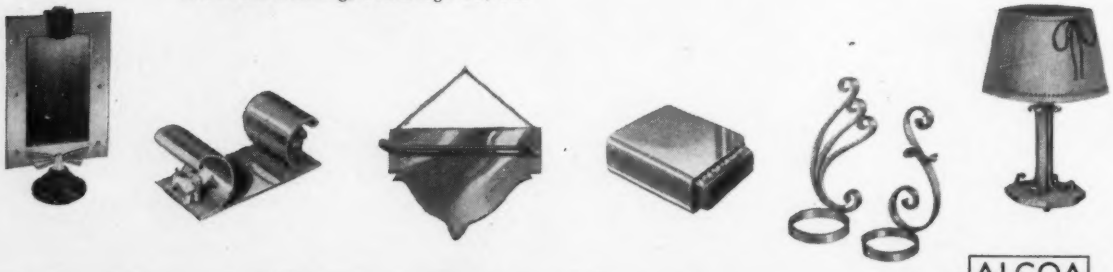

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AMERICAN VOCATIONAL Journal

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VOLUME 24 • FEBRUARY, 1949 • NUMBER 2

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IN THIS ISSUE

Editorial Page 2
The Homemobile 3
E. L. Williams, New AVA President 4
The Apprenticeship Program and the School Superintendent 5
Vocational Teachers Can Use Guidance Procedures 7
Workshop Conferences, Illinois Style 10
The Army Looks at Vocational Education 11
Sixty-five Cents for a D.E. Lab 15
AVA Goes International 18
Vocational Education in Austria 19
FFA 20th Anniversary Convention 20
Let Us Make Research Available 23
A Junior College Home Economics Program 25
What Farmers Think About Educational Booklets 27
Books and Bulletins 29
Personals 30
Association News 31
Index to Advertisers 32

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

A former school bus has become a rolling home economics laboratory in El Paso, Texas. Equipped with complete homemaking facilities, the Homemobile with its expert staff brings homemaking education to the doors of those who are unable to attend established classes at schools.

THE PLIGHT OF YOUTH . . . *Editorial*

YOUTH constitutes one of the most important, if not the most important, asset of our modern and complex world. They will be the men and women of tomorrow who will conduct the affairs of the world. How well they do in the multifarious activities of our civilization will depend to a considerable extent on how well they are prepared for those exacting and serious responsibilities. The public schools of the United States do and should have a large part in that endeavor. What is done to or for our boys and girls, in the way of guidance, education and training, may to a large extent determine their destiny. This job of preparing our people for life and livelihood is, therefore, vital to their future welfare and happiness, even to their very existence.

The problem of providing adequate, suitable and utilitarian education and training for all youth is centered around two major considerations. The first of these is the improvement of our present school program involving modernization, complete reorganization in some instances, the elimination of non-functional subject matter, and greater flexibility of choice of schools, subjects and courses in order to meet the needs of students who remain and make progress in school. The second consideration is to provide attractive, useful and achievable subjects and curricula in the schools of today or perhaps in new type schools, as yet unheard of, for 50 to 75 per cent of our teen-age boys and girls. This large group includes the maladjusted, the discontented, the uninterested, the misfits, the non or mediocre achievers, and the financially embarrassed, the great majority of whom are early leavers from school. They represent a fair cross-section of our school population.

Some type of education can be provided for every youth which will equip him for duties as a citizen and as an efficient wage earner. General education will suffice for some, but for many vocational education is a "must." Vocational education should be understood to include not only the trade or practical subjects, but always an equal part of related, academic and some so-called "cultural" aspects of education. There is a great need everywhere to expand vocational education for the skilled occupations in agriculture, business, industry and the home. Vocational education, also at the single-skilled and the semi-skilled levels of employment, can be profitably provided for other groups of workers. Total education is the problem of all interested people. It is a cooperative enterprise of the schools, the home, business, industry, government and lay public. Youth, the most concerned and the most affected group, must be given an important place also in planning their education and preparation for work. The job is colossal, but it can be done.

Vocational education of less than college grade has a continuous record of accomplishment to its credit. With comparatively few exceptions, the graduates of Vocational Schools have found employment in line with their training and they have made good. The huge War Production Vocational Training Program for Veterans is further evidence of a demand for training for work. Vocational education facilities have been expanded everywhere to meet this need. Peacetime needs must also be met. Labor, employers, agriculturists, educators, and other interested persons, together, can for the sake of youth move forward effectively on the present "no-man's front."

CHARLES W. SYLVESTER,
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THE HOMEMOBILE

Home and Family Life Education Moves on Wheels in El Paso, Texas

LOIS HUFFAKER
Supervisor of Home & Family Life Education, El Paso Public Schools
and
MARGARET SCHOLL
Assistant State Supervisor, Homemaking State Board for Vocational Education, Austin, Texas

PORTABLE is the word for one program of home and family life education in Texas. When the homemaker is unable to come to established learning centers, the program goes to her. Fully equipped with homemaking facilities and staffed with expert counselors, a unit on wheels moves from one community to another. To the homemaker without means of transportation or otherwise unable to leave her home for long, this opportunity at her door is a boon.

Originating in El Paso, the Homemobile, a rolling laboratory, is the latest addition to El Paso's program of Home and Family Life Education for Adults and Out-of-School Youth. Housed in a remodeled school bus, its interior resembles a miniature combination homemaking laboratory or all-service home kitchen. Space is adequate for food preparation, clothing construction, reading and counseling. Special equipment includes a pressure cooker, cutting table, sewing machines and electric iron. The unit also carries books and magazines on home and family life.

Two home counselors, one or both equipped with bus driver's license, accompany the Homemobile. One works with homemakers who come into the laboratory. The other moves out into the homes of the community. Both counselors conduct demonstrations, discussions and clinics for groups of homemakers and give individual assistance where needed. Subjects range from care, repair and renovation of clothing, slip covering, furniture refinishing, and other problems of home improvement, to toy construction. Home and money management, better understanding of family and community individuals and groups, and other individual problems, all find opportunity for solution in the Homemobile. On definite schedule, the Homemobile provides opportunities for individual and group participation.

Growing out of a family and community need, this rolling laboratory extends the services of established homemaking education centers. It moves the program out to the homemakers who must remain at home on account of young children, because of illness in the family, home responsibilities, or lack of transportation. These women profit by the close proximity of the Homemobile or a visiting counselor. To families in homes too crowded for such equipment as sewing machines and pressure cookers, the portable unit brings the use of such equipment. In communities where the schools are

(*Continued on next page*)

El Paso, Texas, Homemobile Interior

E. L. WILLIAMS, NEW AVA PRESIDENT

E. L. Williams, New AVA President

Edward L. Williams, who was elected President of the American Vocational Association for a one-year term at the 1948 annual convention in Milwaukee, has an interesting experience in vocational education in the United States. As Director of the Industrial Extension Service, Texas A. & M. College, since 1940, Mr. Williams supervises 24 extension teachers in the fields of technical and industrial teacher-training, public service, trade extension, and industrial supervision. Formerly head of the Department of Industrial Education, Texas A. & M. College (1925-1942), Mr. Williams received his B.S. degree from the University of Pittsburgh and his M.S. degree from Texas A. & M. College. As Director of Vocational Education in Braddock, Pennsylvania (1922-1925), he installed the first day trade class in drafting in the state of Pennsylvania.

Formerly Vice President of the AVA (1946, 1947), Mr. Williams has also served as President of the National Association of Industrial Teacher-Trainers (1946), Vice President of the Texas Vocational Association (1939), and President of the Texas Vocational Association (1933). He is a member of the Iota Lambda Sigma fraternity.

Mr. Williams has taught at many outstanding educational institutions throughout the country such as Pennsylvania State College, Colorado A. & M. College, the University of Pittsburgh, and the University of Minnesota. He received basic training for his career under the supervision of many leading figures in vocational education such as Carl T. Cotter, Director of Vocational Education, Toledo, Ohio; Gilbert G. Weaver, Director of Training, New York State Education Department; the late Dr. F. T. Struck, and L. H. Dennis, AVA Executive Secretary.

Born in Sherman City, Michigan, on April 9, 1893, and a veteran of World War I, Mr. Williams is married to the former Jane Wheeler of Winsted, Connecticut. His son, Edward L., Jr., is a student at Texas A. & M. College; and he has a daughter, Jane Ann.

THE HOMEMOBILE

(*Continued from page* 3)

too crowded to be used as meeting places, the Homemobile also is the answer. In innumerable ways, the Homemobile attempts to overcome obstacles that stand in the way of individual and group learning.

El Paso reports that in a period of six months the Homemobile reached 219 families in different communities within the city. Homemakers were women from Australia, Britain, Canada, France, Germany, Italy, Lithuania, Mexico, Puerto Rico and Texas. Talking and working together, they represented true democracy at work.

Young wives of veterans are encouraged to use the facilities of the Homemobile and, as a result, nearly half of the families reached are veteran families. The traveling unit makes a half-day stop each week at the two housing projects for veterans in El Paso: College Village, for families of students at the Texas College of Mines; and Sierra Vista, a unit for working veterans with children. At these two stops alone, more than eighty homemakers regularly utilize the services of the Homemobile. It brightens the lives of wives and mothers who must live in the temporary quarters of an old barracks or a quonset hut.

Workers in the program have received gratifying comments from their homemakers: Two grandmothers joined in saying, "God bless America—this is real progress. It is so nice for the young mothers, especially for those who did not take homemaking in school and now need to know how to manage a home on a small income." One homemaker remarked, "This is my opportunity to learn to do some of the things I have wanted to learn to do and did not have a chance before." Others join in inquiring: "How often will you come and how long can you stay in this community?" "How can I get help with covering my divan and overstuffed chair?" "This is my daughter. She is expecting a baby. Could you help her learn to make baby clothes? She has never learned to sew." Such comments and requests from approximately ten communities keep the Homemobile on the move to render service.

Guiding this progressive homemaking program in El Paso are Mrs. Lois Huffaker, Supervisor of Home and Family Life Education, and Mr. A. H. Hughey, Superintendent of Public Schools. Believing that "a valid program of homemaking education must be constructed directly from the life of the people," Mrs. Huffaker and her staff build their program on the needs of families and communities. Mr. Hughey gives the full benefit of his interest and support. The Homemobile is a direct result of mutual interest and cooperation. As an integral part of home and family life education, the Homemobile has been permitted to play a vital part.

Mrs. Huffaker also reports: "We are also planning to park the Homemobile on the Bowie High School grounds in January and invite the senior graduating class to a tea and give out information and probably a mimeograph on services offered the out-of-school youth and homemakers. So many of these girls and boys marry shortly after leaving high school and we would like to acquaint them with our program. We thought this would be an attractive way of doing it."

A Typical Apprenticeship Advisory Committee. This Committee Functions in the Automotive Machinists' Craft and Is Made up of an Equal Number of Representatives of Management and Labor

The Apprenticeship Program and the School Superintendent

ANDREW P. HILL
Superintendent of Schools
Stockton Unified School District
Stockton, California

I AM going to discuss three aspects of the apprentice training program from the standpoint of the superintendent of schools: First, the program as a public relation; second, the program as an aid to the improvement of cultural standards; third, the program and its need for adequate shop facilities.

Every superintendent understands the need to organize his staff to the end that an effective program of public relations may become operative. There are many facets to this problem. Some of the methods used may be direct, some indirect, and some incidental. The latter variety is often every bit as effective as either of the first two. The apprentice training program is pretty much in this incidental category.

Before we go further, it may be desirable to indicate that the author's idea of an educational organization is one having aims and activities that will stand inspection. A public-relations program for such a system needs to deal only with getting understandings and with evaluating education in its interactions with our type of society; in short, with getting at the truth. I presume that we can agree that, fundamentally, public education in our democracy has responsibility for preparing enlightened, conscientious, useful citizens.

One of the most important aspects of this program is its trade-advisory committee requirement. In these committees, employers, journeymen and educators are brought together to discuss the training and development of the worker. If the school has practical abilities, here is the place to demonstrate them. If the school has desirable ideals, here is the place to promote them.

Psychologists tell us that intimate understandings can best be attained by a thorough acquaintance with the individuals or facts involved. Trade-advisory committees are, *per se*, forced to plan and think together. There is always a lot of healthy give and take. In the end, the several members create a program that is THEIR program; one THEY are identified with; one THEY can modify from time to time as they see fit. In the recent bond and tax election in Stockton, the journeymen and the employers of these committees provided the understanding and the entree in their trade organizations that resulted in many endorsements and in a successful election.

A second powerful by-product of the work of these committees is the service they render to business and labor. Well-trained, skilled workmen will make friends for any school system. One employer-printer, who for years was opposed to a school-training program, testified that he used to employ and release twelve printer's devils to get one good journeyman. When he was finally persuaded to take some school-trained apprentices, his ratio became 1½ to 1. His general attitude toward the public schools and his understanding of the services they can render him and others business men have changed for the better.

The third important public relation aspect of this program is the pupils themselves. All of the trainees are citizens or are about to become citizens. When large numbers of men and women are successfully trained and placed, they cannot help but have respect and loyalty to the system that made their livelihood a possibility.

The apprentice training program enrolls many new arrivals in the community and often provides the *only* contact they may have with the public school system.

In a growing state like ours, it is a dangerous business to neglect the opinions, attitudes and votes of the young citizen and the newly arrived citizen. In many communities they constitute a large part of the residue from which critical and progressive leadership is forthcoming.

Lastly, any program which has state and federal support is a source of strength.

State and national movements are built upon the solid foundation of statistical fact. Their reports and researches constitute a strong reservoir from which the facts that demonstrate the need can be drawn. The financial aid provided is also a public relations aid. It constitutes a source of income that acts to relieve the pressure on local taxes.

To summarize briefly, we may conclude that the trade-advisory apprentice-training program has distinctive public relations value of the incidental type. It increases respect and understanding, it renders a distinct service to labor and business, it develops understanding citizens, it is backed by federal and state legislation and research, and the aid given operates to reduce local taxes.

My second point deals with the program as an aid to the improvement of cultural standards and individual morale.

A man cannot become the enlightened, conscientious citizen that Jefferson and Adams foresaw if he develops dual personalities, one for good and one for evil. Piety on Sunday or generous gifts to charity cannot substitute for cheating and dishonesty on weekdays. A man develops character and a functioning philosophy of life only when he applies what he says he believes to the problems he encounters in his everyday life.

The shoemaker who practices the idea that "the best workmanship is none too good for my customers"; the merchant who insists that his wares be labeled for what they are; the employer who attempts to develop and manage his business cooperatively with his employees—such men, while not necessarily conscious of the fact, are nonetheless achieving in the areas of ethics and morals.

I submit that for most of us philosophy is a matter of life and not a matter of books. To be sure, most of our great philosophic thinking is in books, and because it is there, unreal and unapplied and removed from the mundane world, it passes by the majority of our pupils.

Well, you cannot put an educator, an employer and a journeyman into a conference on working skills and standards and avoid the ethical and moral aspects of honest work. The butcher meets these problems as honest weight, honest identification of cuts, the truth as to quality or curing, politeness and patience with customers. He can use his deftness and skill in honestly preparing his meats. He can display them with real artistry and sales acumen. But, when he starts to cheat, he loses his self-respect and he begins to lose his customers.

Every trade-education movement that I read about historically has been concerned with ethical and moral values. Thus we have the trade guilds of medieval times—the reaction in 19th Century England which resulted in simpler design and better construction, particularly in furniture construction activities. Towns like High Wycombe in England have become world-famous for the design and construction of one article of furniture (in this case chairs), and national groups like the Scandinavians have become a synonym for

A Meatcutting Apprentice (right) Learns to be an Honest Journeyman

construction integrity. Before World War I, the Germans were better technicians and craftsmen than we were, but when they cheapened their product to make money they lost much of their foreign trade.

There is no way of avoiding ethical and moral values in the skilled trades area. They either are or are not part and parcel of the finished product. If America is to become culturally great, she must, in the process, become ethically honest.

If intrinsic personal honesty is important to the life of labor and industry, it is also important to our democratic form of government. Democracies, governed by the will of the majority, are forced to trust their very existence to the ability of the average man to think and appraise clearly and to act wisely and without prejudice, and, consequently, education for effective citizenship by a neutral agency (like the public schools) is an imperative.

The school superintendent is interested in one other phase of this problem of developing the conscientious, socially integrated citizen. He is interested in his chance for success. He wants to use all of the research devices, such as tests of intelligence, mechanical insight, mechanical deftness, etc., that are practical. He wants to exhaust every reasonable possibility of guiding the individual into something he can do with reasonable satisfaction. Unless a majority of our citizens are reasonably happy in their work, our kind of government cannot continue. The ease with which many so-called democratic governments have succumbed to fascism or communism is fresh in our minds.

In our recent occupational survey in Stockton, therefore, we were curious and anxious to ascertain the proportion of skilled mechanics who are working for others and the proportion that are, for one reason or another, working for themselves. It is gratifying to discover that, in many trades, men who do not adapt themselves to employment by others have been able to make a living as independent craftsmen. Thus the vocational training program preserves that opportunity we are so proud of as Americans; namely, the opportunity to make individual choices as to just how we will employ our developed talents and capabilities.

To recapitulate, as a superintendent, I like this program because it: (1) makes philosophy, ethics and morals real; (2) gives public educators opportunity to sell these values to workers and employers; (3) provides an opportunity to adjust individuals to a suitable life work.

(*Continued on page 22*)

VOCATIONAL TEACHERS CAN USE *Guidance Procedures*

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Specialist for Training Guidance Personnel
and
ROYCE E. BREWSTER
Assistant Chief
Occupational Information and Guidance Service
Division of Vocational Education
Office of Education, Federal Security Agency

TEN years have passed since the establishment of the Occupational Information and Guidance Service in the Division of Vocational Education of the Office of Education. During that time progress has been made in gaining a wider acceptance of guidance principles and activities. But guidance programs have not been fully utilized. No one claimed they would cure all educational problems. Guidance services can, however, do much more to assist vocational education in dealing with its main problem of providing the type of training which will meet the needs of individual students. This article describes some of the guidance tools and techniques which can be used by vocational teachers.

A number of years ago the Federal Board for Vocational Education summarized employment facts for 16,000 students in 35 states, five years after their vocational agricultural training was completed. These figures revealed that about 64 per cent were farming and about 6 per cent were in related occupations. This leaves 30 per cent for whom vocational agricultural education apparently did not function directly as a training program for life work. In 1940 a report which covers the 10 states of the Central Region revealed that approximately 32 per cent entered the trade for which they took trade and industrial courses and about 9 per cent entered allied occupations the first year after graduation. The other 59 per cent were either in non-related work, unemployed, or were continuing their education. To critics of vocational education, and there are still a few, this statement may seem to be a severe indictment. We in vocational education agree that these figures do reveal conditions which are not ideal, although comparable figures might be assembled on almost any kind of training course. But we are not convinced that the fault is inherent in vocational courses. We are justified in placing the responsibility on the administrators of our educational program as a whole. It is their responsibility to provide for complete educational service. They have not, until recently, made adequate provision for guidance services within the school. Vocational teachers have been handicapped by the lack of a well-rounded guidance service. Too often the failures from the English Department were automatically transferred to shop work, and the girls who did not do well in chemistry were sent to home economics. This undesirable procedure has resulted from the lack of an organized and systematic guidance service which can aid in the selection of vocational students.

MADISON VOCATIONAL SCHOOL, MADISON, WIS.
Just as a Stonemason Selects His Stones, So Must the Vocational Program Select Its Students

This selection is a two-way process. Vocational educators will not solve the problem by simply setting up administrative requirements and discouraging all those who do not meet the requirements from enrolling in vocational education. The factors of the individual's likes, interests, and drives are equally important, and each student must select from the various offerings of the school those which meet his needs. After the pupil makes his selection, his decision must be evaluated in terms of his ability to profit from instruction in vocational training. This evaluation process is in reality the selection process of vocational education.

To accomplish a wise selection on both the part of the student and the part of the training institution necessitates, first, the use of the individual inventory. This individual inventory is a process of collecting all the facts possible about the individual which may have meaning for him as he makes his decisions and educational plans. The tangible result of the individual inventory can be thought of as the cumulative record—that record of information about an individual which is collected over a period of years and which follows him through his educational experience. From the process of inventorying the individual, we are able to glean information which is useful to vocational educators. Six outcomes are most obviously realizable.

First, we estimate to some degree the individual's stability of purpose. To what extent, for instance, is his desire to enroll in vocational education based on the result of failure in another subject; or on his desire for part-time work experience because of the immediate financial needs; or on long-time interest in agricultural, business, or industrial things? This stability of purpose which provides the drive or the sticking power can be evaluated most accurately during a counseling interview, but leads or clues can be found in the cumulative records from items such as anecdotal records, autobiographies, or interest inventories.

PUBLIC SCHOOLS, NORTH ARLINGTON, N. J.

Counselors and Vocational Teachers Should Supply Adequate Occupational Information

A second outcome is aid to the pupil and the teacher in revealing aptitudes or potentialities. Certain tests yield some evidence. The tryout experiences, either in exploratory courses or in part-time or summer work experience, may provide clues to potentialities.

A third use of the individual inventory is to secure evidence as to the pupil's physical status and health factors which may influence his ability to profit from vocational education.

A fourth kind of evidence is that of educational achievement shown by marks or in achievement tests. The relationship between success in general education and in vocational education is quite high. There is no evidence that failures in general education have an average chance of success in vocational pursuits.

The fifth kind of evidence we can glean from the cumulative record relates to the economic resources of the individual and information about the social pressures that are operating upon him and influencing his choices.

The sixth outcome, to which we have already referred indirectly, is evidence of work experiences. It is likely that the work experiences of 14- and 15-year-old boys, either part-time or during the summer, will have little value for predicting their probable success, but many of the jobs which they have held will provide occupational information which is basic to a sound vocational choice. If a boy has spent the summer as a sweeper in a machine shop, we have little evidence of his ability to succeed at machine work. But, if he is alert, he will have accumulated a large amount of information about machine-shop work, and he will be in a much better position to make an intelligent occupational choice in this respect.

Thus, the first technique which can be used by teachers of vocational subjects appears to be the individual inventory—that process of getting all the information possible about each student. If some of the sending schools do not provide a cumulative record, then it is imperative for vocational educators, if their schools and classes are to function efficiently, to go through the process of collecting as much information about the individual as possible. This will not only assist the individual student in making intelligent choices as to the type of training he wishes to pursue, but it will aid the teacher to do a better job of fitting the instruction to meet the needs of the individual student.

Let us turn our attention to the problem of drop-outs, a problem which varies in degree and concerns every type of school, but which we shall consider from the point of view of the vocational school.

In *Vocational Education in the Years Ahead*,[1] it is reported:

"In a certain trade school, for instance, the ratio is 100 beginners for every 25 finishers. This may mean such results as a disproportionate part of money, staff, and school plant devoted to a very large number of beginners, as compared to the attention able to be given to those who have proved their aptitude and their ability to progress. How many of these persons never should have attempted the training? How many of these who left before finishing it got enough skills before leaving to make even a part of the training function in their vocational life after training?"

The selection of students is important, but as long as

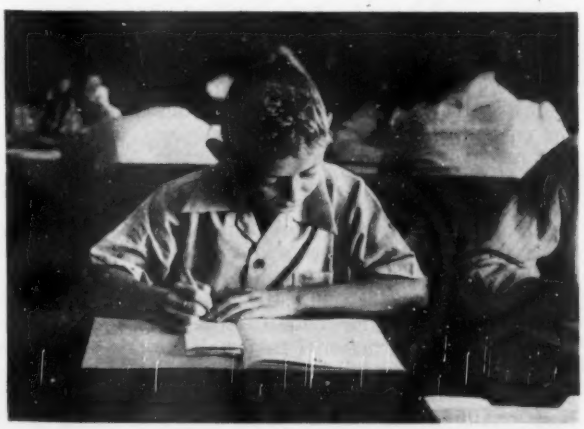
[1] Vocational Education in the Years Ahead. Vocational Division, U. S. Office of Education, F. S. A. 303 pp.

we have humans running schools there will always be errors in selection. This means that we must consider the problems of drop-outs from another angle. What is the responsibility of the teacher of vocational subjects to students who are not making satisfactory progress? What techniques or tools does the teacher have at hand which can aid these pupils? One that comes to mind immediately is that of home visitation. This is an accepted part of the vocational agricultural and vocational home economics program. Ordinarily, these home visits are conceived of as a part of the supervision of projects which are being carried on by students; but, in addition to supervision, they can perform a very useful function by providing information for the individual inventory. They can be used to create an opportunity for teacher, student, and parent planning. They can even be used for counseling with parents. Many of our problems arise because the parents are in need of counseling more than our pupils. There is a need for all vocational teachers to plan for greater utilization of the home visit.

A second technique which has wide acceptance among vocational educators is that of the personal conference. Here again this, far too often, is conceived of as simply a means of keeping track of or checking progress made on a project. But the proficient teacher will continue to use the personal conference period as a time for assisting the students to find solutions for problems which he or she may present. In a study made of home economics teachers in Michigan, reported by Dr. Hatcher, there is clear evidence that the proficient home economics teacher has extended the use of the personal conference period for rather intensive counseling with students in regard to any problems they may present and for which the teacher feels that she may render some assistance. When problems were presented which were beyond the teacher's skill, she took care to refer the student to a source of help. On the other hand, unimaginative teachers were found to be using the personal conference period as a routine method of checking on projects, or omitting the technique entirely.

Personal conferences and home visits are just as useful in dealing with superior or average students as in helping the student who is in difficulty or who has problems.

One of the responsibilities which vocational education must take seriously is that of identifying students who are potential leaders in the fields for which we provide



STATE UNIVERSITY OF IOWA

Teachers Can Administer Standardized Tests in Their Classes

MILWAUKEE VOCATIONAL SCHOOL, MILWAUKEE, WIS.

The Guidance Program Helps Identify Students' Aptitudes

training. We need to identify potential managers and foremen and, yes, even potential vocational teachers. The shortage of adequately trained vocational agricultural teachers has been acute for a number of years. As more and more opportunities are opening up in business, industry, and in government for home economists, the supply of home economics steachers has decreased. What tools or techniques a vocation educator can use in identifying these individuals at the present time is largely a matter of conjecture. More research is urgently needed.

In addition to the obvious trait of scholastic aptitude or ability to learn, there is some evidence that personality factors are extremely important. From the individual inventory we can glean information about a student's personality—such evidences as class leadership, or his role in extra-curricular activities, will give some clues as to potential leadership. But it is not only the aggressive, personable student who can be encouraged to continue his training even to the professional level of vocational education. The shy, the timid student, if he has other traits, may be ideally suited for leadership in research activities. In vocational education we need to work on the problem of identifying and encouraging individuals who are potential leaders in the field.

There are other techniques which may well be conceived of as a joint responsibility for the vocational educational services and the guidance service of the school. The technique of follow-up, of finding out what actually happens to our students one year, two years, and even five years after they leave school can provide valuable information for the planning of a training program which will meet the individual needs of students. It can provide information as to the type of student who can successfully compete in the labor market. Certainly

(*Continued on page* 14)

Workshop Conferences — Illinois Style

Program Features Development of Instructional Material, Cooperation of Industry

ONE hundred and eight vocational instructors can't be wrong! That is the number of Illinois teachers who traveled to Champaign and Springfield to participate in the Workshop Conferences conducted by the Board for Vocational Education, August 16-27, 1948.

Last year's two-week conferences represented a growth of the workshop conference program begun in the summer of 1947, and included conferences for vocational instructors of auto mechanics, electricity, drafting, machine shop and building trades. Vocational conferences conducted last summer followed the basic pattern established for the original conferences; i.e., (1) providing an opportunity for vocational instructors to avail themselves of technological information in their field, and (2) developing standards and instructional material which will contribute to the general upgrading of vocational instruction in specific fields.

Especially encouraging has been the excellent cooperation of school administrators, industry and the instructors themselves toward making the workshop conferences an unqualified success. Practically, without exception, school administrators have not only "accepted" the summer workshops, but have encouraged their instructors to attend and participate in conference activities. Illinois administrators are to be commended for their general attitude in revising their vocational programs to meet standards developed democratically by instructors at the summer conferences. This has been especially true in the building trades vocational programs of the state where the influence of the 1947 building trades conference has had tremendous effect on standardization of objectives and general operation.

Industry's attitude toward the workshop conferences is best indicated by the excellent cooperation it demonstrated in providing equipment and technical personnel at the conferences. Representatives of major industrial manufacturers carefully planned their programs with the Board for Vocational Education staff to efficiently provide intensive training for the conference participants. In all instances, the technicians supplied by industry represented top training personnel. Several industrial manufacturers supplied the most modern of equipment for the training—the transportation and installation of which involved considerable expense. Industry's participation in the summer workshops contributed toward making the conferences "top notch"—in making them a unique event, the experiences of which no vocational instructor could possibly duplicate except by attending various industrial training programs in many parts of the country at an expense and investment of time which would make it prohibitive.

Vocational instructors' favorable attitude toward the workshop type of conference is best indicated by the attendance at Springfield and Champaign. Over 90 per cent of the vocational instructors responded to the invitations they received to attend the conferences. The willingness of the conferees to make personal contributions of work and time to the activities of the conference, as well as requests for future conferences of a similar nature, represent a wholehearted endorsement of the workshop conferences.

Careful planning, not only of the educational features but also for the convenience and personal interest of the vocational instructors, contributed in a large measure to the general success. In the conferences conducted at Champaign at the University of Illinois, instructors were housed at the Men's Residence Hall. Excellent room facilities and carefully planned meals encouraged an atmosphere in which good fellowship and a spirit of teamwork continually prevailed.

The intensive tempo of the conferences made it necessary that a rigid work schedule be decided upon and adhered to. Each day was occupied by a seven-hour work schedule, supplemented on various occasions by informal, yet productive, "bull sessions." In view of the "tight" schedule, an *early to rise* policy was adopted with instructors arising at 6:00 a.m., having breakfast at 6:30 a.m., and reporting for the morning session of their conference at 7:30 a.m. Although a general moan greeted the announcement of the early morning schedule during the first two days, the instructors "gritted their teeth and stayed with it." The third day found everyone conditioned to the early schedule and welcoming the additional time it provided for personal pursuits such as golf, walking, picnicking and moving pictures.

The axiom of "all work and no play . . ." was given respectful consideration, and special provisions for relaxation from the strenuous schedule were made. The recreation room of the men's residence hall was available to the men during the off hours. In addition, a general picnic was planned and a special "horseplay" awards program was organized during which instructors received appropriate awards for the specific talents (desirable and otherwise) they had demonstrated at the conference.

The real value of last summer's workshop conferences can be measured only after their influences on the many vocational programs in Illinois become evident. The degree of success will in a large measure depend upon the efforts of instructors to incorporate new techniques and set new standards in their own programs. Closely allied as a determining factor will be the encouragement and cooperation vocational instructors receive from their administrators in effecting such program adjustments as may be considered desirable.

In many respects the values of the conferences will be intangible. The entire program has been conducted on a multi-purpose basis with primary consideration being given to (1) an opportunity for each participant to improve himself technically and broaden his professional background, and (2) improving the level of vocational instructional materials. Every effort has been made to accomplish the latter objective by democratic methods through utilizing the counsel of those best qualified to provide assistance—the vocational instructors in the particular field of instruction.

The Army Looks at Vocational Education

COLONEL WALTER E. SEWELL
Chief, Army Education Branch

THE technical skill of the manpower of a nation determines the type of army which that nation can put into the field. The weapons and vehicles are limited in complexity primarily by the mechanical background of the soldiers who operate and maintain them. Widespread vocational education provides the youth of this country with the background necessary to master the most modern implements of war with a minimum of military training. This vocational background gives us not only an advantage in armament but also an advantage in time, and time is today a vital element of strategy.

Along with science and technology, education has moved forward at a rapid pace. Statistical studies indicate that there are now more students in our technical schools and colleges than there were in all our high schools in 1920. In this movement vocational educators have played an outstanding part. They have improved the techniques for training in the trades and industries. They have made a real contribution in the development of mechanical aptitude and performance tests. And they have insisted upon the recognition of individual differences, evident in the guidance and counselling programs in American education.

Industrial education reflects a philosophy of youth-training which extensive practice has shown to be eminently sound and of material aid to young men in the military service. The Army can do much more for the recruit who knows, by virtue of previous training, testing and guidance, just where he wants to go and what he needs to get there.

And that recruit can do much more for the Army. His vocational training will enable him to become a technician, an indispensable member of the combat team. Without him our mechanical war potential would be greatly reduced.

Everyone knows that the armed forces of the United States are highly mechanized and mobile. Victory in the last war has been attributed largely to the mechanical knowledge and skills of our military personnel—on land, at sea, and in the air. The extent to which the Army was mechanized is exemplified by recently published figures of the production of ordnance equipment for World War II—1,500,000 trucks, 100,000 tanks, 750,000 pieces of artillery. Add to this tens of millions of small arms and machine guns, and it is apparent what a literally colossal job of mechanized utilization and maintenance our soldiers were faced with. It is an indisputable fact that the mechanical know-how which these young men possessed, largely *before* they came into the Army, proved to be the *sine qua non* of victory.

ARMY SIGNAL CORPS

Shining Gun Barrel in Metal Shop

Thus it is natural for the Army to be not only a vigorous supporter of, but also an active participant in, the nation-wide movement for the advancement of industrial education. As a participant the Army conducts two separate programs:

1. The technical training program, on duty time, aimed at developing the specific skills required to fill a particular assignment.

2. The Education Program, on off-duty time, designed to give the soldier the opportunity to devote a portion of his leisure time to the study of those vocational courses taught in civilian schools.

The technical training program varies in scope and breadth with the background of the soldier. For the man who, as a civilian, has already acquired a vocational skill, the training consists of the application of this skill to military equipment and organization, and is often minimal. For the man with no previous technical instruction, the program is understandably both extensive and *in*tensive to a high degree.

Industrial training directly connected with the soldier's military occupation is of immediate concern to the branch of the Army to which he belongs. A member of a truck company in the Transportation Corps will be taught basic motor maintenance. Depending upon his assignment, the Ordnance soldier may receive further training in a machine shop. The Signal Corps specialist may be given detailed instruction in the techniques of telegraphy and radio. And so on, almost *ad infinitum*. Vocational educators can aid the Army materially by helping the potential serviceman, who is technically talented, to understand his abilities. By assisting him to discover and evaluate his interests, and by providing him with a basic technical curriculum, they can start him on his military specialty before he enters the service of his country.

ARMY SIGNAL CORPS

Fort Belvoir, Va., Guidance Conference

They can further promote the interests of the individual and the armed forces by developing with the young man in advance some plan for his future, along with some outline of the subjects he should study in order to realize his ambitions. It is well known that the military services provide, directly or indirectly, technical training in a wide variety of vocations, and this training is modern and effective. It has to be. Programs are constantly subjected to inspection and review, and where revisions are indicated they are speedily forthcoming. Civilian methods are always under careful study; and the techniques, experimentation, and achievements of civilian technical schools are closely watched with a view toward their application to military training.

Army shops and equipment used in connection with technical training are, in general, modern and well maintained. In fact, the Army has relied heavily upon the advice and aid of civilian educators in setting up and operating its training facilities.

There is a new development which is of interest to vocational teachers. The Army has created a Career Guidance Program for soldiers, under which the many jobs connected with the military profession are divided into some fifty different career fields, or "job families." These include such diverse activities as Armament Maintenance, Food Service, Printing and Reproduction. The range is wide and the opportunity for choice is ample.

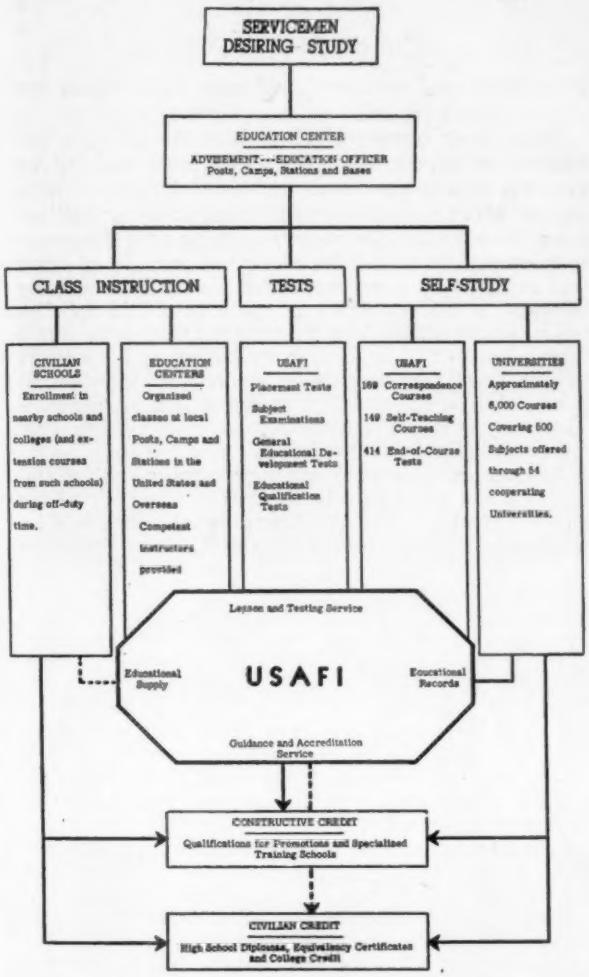
For every career field there has been prepared a ladder, or diagram. Upon this clear visual-aid, each man may study the diagrammatic description of his own potential growth, in terms of mastery of skills, and be informed of the commensurate service ratings that await him. He immediately realizes the achievement possibilities of the field in which he chooses to work, the courses he must study for promotion, and the subject matter he must master to reach his ultimate goal.

The Army desires to place its best men in positions where they can make their greatest contributions. But the Army also endeavors to help *all* its personnel attain positions of maximum responsibility consistent with their desires and their abilities. This attitude marks a significant break with the past, for it is traditional that the Army has been replete with dead-end jobs. A radio operator, no matter how proficient he might become, had little opportunity for substantial advancement if he happened to be assigned, let us say, to the Artillery. Now the picture has changed, and certainly for the better. Instead of being first, foremost, and always an Artilleryman, the soldier who possesses ability as a radio operator will be classified as such and will bear the specific MOS number—Military Occupational Specialty number—applicable to that skill. There are approximately one thousand different MOS numbers in the Army alone.

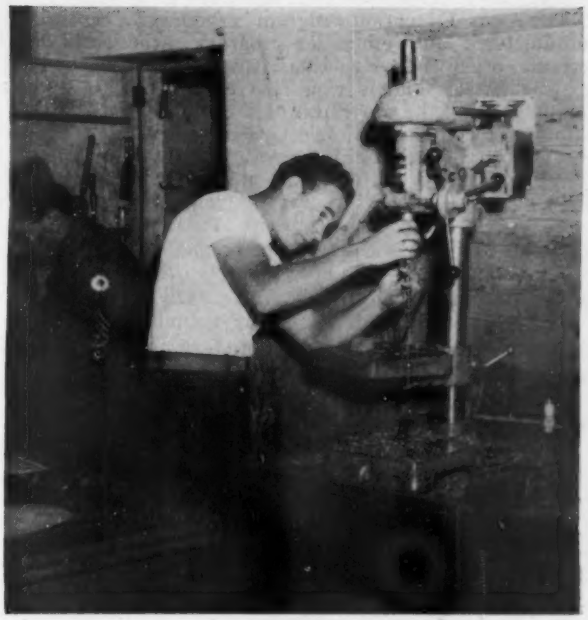
Incidentally, there *are* jobs for radio operators in the Artillery, but they present limitations for the really skilled operator. Under the Career Guidance Program, the soldier who becomes highly proficient in radio telegraphy by study and practice may transfer to another branch of the Army, such as the Signal Corps, where his superior ability is of greater value and merits further

advancement in rank. A highly mechanized military organization must use its technically qualified personnel to the best advantage.

It is clear from the above that the Army is an active participant in vocational education through its technical training program. The second activity having vocational significance is the Army Education Program. Through this program the Army provides every soldier with the opportunity to study subjects of his own choice during off-duty time. Similar opportunities are available to the personnel of the Navy and Air Force; in fact all of the armed forces operate identical programs for off-duty study.



The Army Education Program is designed to satisfy, in so far as possible, the educational needs and desires of each individual soldier. Participation in the program is, and always has been, voluntary and on the soldier's own time. Servicemen desiring study will find advice and help at their Education Center, the installation in which the Education Officer and his staff, the study halls, and the classrooms are located. There is an Education Center at every post, camp, and station in the Army. Through the Center the individual may enroll in correspondence or self-teaching courses for *self-study*, he may have his educational attainments evaluated by appropriate tests, or he may have his education through *class instruction*. This class instruction is available at many posts in classes being taught by military and civilian personnel. Also thousands of soldiers are attending



ARMY SIGNAL CORPS

Working Drill Press in Carpenter Shop

classes at nearby civilian schools, with the Army paying a major portion of the costs.

The hub of the Education Program is the United States Armed Forces Institute, widely known as "USAFI," with headquarters in Madison, Wisconsin, and seven branches overseas. The Institute is operated jointly by and for the Army, Navy, and Air Force. USAFI furnishes lesson and testing service for more than three hundred courses, supplies educational materials of all types, keeps records of educational achievement, and provides guidance and accreditation service. In addition, all the correspondence courses offered by 54 colleges and universities are available to servicemen under terms of an agreement with USAFI.

The educational policies of the United States Armed Forces Institute are determined by a committee of eleven outstanding civilians, from the major fields of education, and six officers of the armed forces. Trade and industrial education has always been ably represented. For example, Thomas N. Quigley of the Georgia School of Technology and Donald J. Shank from Cornell University's School of Industrial and Labor Relations are former members. Included in the present committee membership are Forrest H. Kirkpatrick, formerly Personnel Director of the Radio Corporation of America and now Dean of Students at Bethany College, West Virginia; and Raymond W. Gregory, Assistant U. S. Commissioner for Vocational Education, who serves the broad interests of the total program of vocational education.

The Army awards no diplomas; gives no civilian credits; however, most institutions accept USAFI courses and tests in terms of the credit recommendations of the "Guide to the Evaluation of Educational Experiences in the Armed Services" published by the American Council on Education. *The Army does give constructive credit*—that is, credit within the military service—for courses completed under its over-all education program. This procedure can best be explained by example. There are Army schools which require, let us say, a course in trigonometry as a prerequisite for admission. The soldier who completes the USAFI course is given constructive credit for trigonometry on his official army record and is thereby qualified to attend the school.

The Army Education Program is the largest centrally administered adult education program in the world devoted to organized instruction. It was generally thought that volunteer soldiers would have no desire to study and hence that the program would cease to exist shortly after the termination of selective service in 1946. Percentage participation did decrease rapidly from a high of 12 per cent just after VJ Day to 6 per cent in June 1946. At this point, however, participation began to increase and has continued to rise steadily for the past two years. At present percentage participation is at the all-time high of 25—one man in four in the Army. The actual figures are: 95,450 actively enrolled in USAFI, 5,452 enrolled in university correspondence courses, 34,160 attending classes at education centers, and 1,881 attending civilian schools. The success of this program is attributed in large part to the support and cooperation of civilian education, including the vocational groups.

The vocational content and significance of the Army Education Program are worthy of mention. More than one-third of the USAFI courses are technical or vocational in nature. Of the 6,000 courses offered by the cooperating colleges and universities, the proportion of technical courses is considerably higher.

There are about 1,000 civilian instructors conducting classes in the Army Education Program, and 400 of them are teaching vocational courses in Education Centers. About one-third of all the instructors are teaching full-time in the European and Pacific theaters. It may be of interest to quote from the broad qualifications of those whom the Army sends overseas: "For general education subjects, a Bachelor's degree and a minimum of four years of teaching in the subject field in secondary school or college are required. Those who are best qualified in both education and experience are selected for positions that may be open. In certain trade subjects such as welding, carpentry, and others, a college degree is not required in all instances, but it is preferable. Again those with the best educational background and greatest occupational experience will be the ones given first consideration." Instructors in technical subjects must have high school diplomas, and sixty hours of college work are highly desirable. Each instructor must also have four years of successful teaching in his record, plus at least two years' trade experience, or the equivalent in the subject he is to teach.

An inescapable conclusion from this description of Army training and education is that both are closely related to and dependent upon civilian trade and industrial education. And the vocational teacher can render invaluable aid both to the Army and to his student about to enter the service:

1. *By becoming acquainted with the vocational opportunities in the Army training program and informing the students how to take full advantage of these opportunities.* This means working out with the student his preference of Army jobs, based on his technical goal and pertinent background factors with which the teacher is more familiar than anyone else. The student should state this preference along with the related qualifications when he is being classified at his military induction center.

2. *By recommending to the student a particular USAFI course which he should study to advance himself in his chosen vocation, military or civilian or both.* These courses are all listed in the current USAFI catalog, which may be obtained by addressing a request to the Commandant, USAFI, Madison 3, Wisconsin. The recommended course, by number and title, should be noted on the Education Card which each inductee will be given at the time he receives his physical examination. It is hoped that this card will prompt him to go to his civilian instructor for advice and guidance before being called back for induction.

This is just a concrete example which shows clearly that cooperation between trade and industrial education and the Army can and must be even closer in the future than in the past, if we are to develop the military might necessary to protect our country, our people, and our freedoms.

VOCATIONAL TEACHERS CAN USE GUIDANCE PROCEDURES

(*Continued from page 9*)

every vocational teacher should have follow-up as one of the tools in his kit.

Exploratory courses which are usually offered in our junior high schools can probably be more useful if we view them more directly as tools or techniques of finding out about individuals and having students find out about vocational objectives. Too many of our exploratory courses have lost their original purpose of being true exploratory experiences and have become courses in which a definite effort is made to obtain specific, albeit, simple skills. The time spent at the lathe is not regarded as a try-out for the student as to his interest in operating power machinery but, rather, the emphasis is placed upon the satisfactory completion of a candlestick. In vocational education we should not overlook the value of exploratory courses.

Another valuable technique for vocational choice and selection education may be field trips. Field trips have many purposes, but one of their greatest values is their ability to provide an orientation which is basic to successful counseling, either by the vocational teacher or by the school counselor.

Another activity which can yield information for selection purposes is summer or part-time work. How many of our students are working part-time at work which has been chosen as supplementary or complementary to the educational experience which we are providing, or at least which has been undertaken with these results in mind? Do we encourage our students to seek this type of employment? Do we work in these matters in close relationship with the persons responsible for placement in our schools?

In summary, we in vocational education need to give greater attention to certain guidance activities and principles.

First, the individual inventory is a necessary part of the selection process for vocational education.

Second, this selection process is a two-way affair. Students select their course and we, in turn, select students.

Third, the purposes of the home visit and personal conference which are widely accepted techniques in vocational education should be broadened to include helping individual students with individual problems. The narrow concept of using them as opportunities only for project supervision is unacceptable to the vocational teacher with a guidance point of view.

Fourth, a definite responsibility rests with each teacher of vocational subjects for identifying and encouraging those students who are potential leaders in vocational fields.

Fifth, cooperative techniques such as follow-up studies, exploratory courses, or field trips are procedures which can increase the effectiveness, not only of vocational education, but of the entire school.

SIXTY-FIVE CENTS FOR A D.E. LAB!

Dummy Materials Provide Realistic Instructional Aids

CHARLES W. FOSTER

Distributive Education Coordinator
Pittsfield Community High School
Pittsfield, Illinois

"I DON'T follow what you're saying." "I don't quite see what you mean." These are typical comments heard in the "unfurnished" D.E. classroom while the instructor is teaching his merchandising class. Of course the new D.E. student can't always visualize what the co-ordinator is teaching, because merchandising is new and sometimes strange to the D.E. student. That's why it is so important, the author believes, to work in the D.E. laboratory with *actual advertising materials* and *dummy merchandise.*

The window should have one big idea, or central theme. Here, it is pineapples. Two D.E. students plan, set up, criticize, and then reconstruct a Libby display. The platform, built in the D.E. classroom, is the same height as show windows downtown, so for

class purposes it represents a display window.

Displays should exemplify the rules of emphasis and balance. These two D.E. enthusiasts are concerned with getting an Evening in Paris display fixed "just right." Their biggest problem was to install the light bulbs, connect the electricity, and have the right amount of artificial light on the display. They thought it was a fine experience.

Displays must be made from the customer's point of view; thus two D.E. students study suggested displays published by the manufacturer while they build up their own display as attractively as possible. Usually the first ones were not too good, so they were properly criticized, then taken down, and built up anew. Work of this type in the D.E. laboratory made the students much more display-conscious while on the job.

The difference between vertical and horizontal shelving is dramatically illustrated as D.E. students actually work with dummy merchandise and construct both kinds of shelving. The instructor points out the advantages and disadvantages of horizontal and vertical shelving, while the D.E. student makes a number of decisions concerning the proper shelving and placement of various types of merchandise—and it's ALL *dummy merchandise,* furnished FREE of charge by the manufacturer upon receipt of the co-ordinator's postcard. (*Continued on page* 26)

Sold to Swift for

Wm. B. Traynor

Because your business of farming and ranching is so closely related to our business of meat packing, we believe you are interested in an accounting of Swift & Company's operations in 1948. On this page we tell you how much money we received, how we spent this money, and how much we earned for services performed.

The past year was reasonably profitable to both producers and Swift & Company. That's the way it should be in America. A fair profit to producers means better living and insures a sound program on farms and ranches. A fair profit to business in cities and towns helps maintain purchasing power and markets for the products which you and Swift have to sell.

In 1948, Swift & Company paid nearly two billion dollars for agricultural products. We processed and distributed nationwide this output of your land and labor . . . cattle, calves, hogs, lambs, dairy and poultry products, soybeans, cottonseed, peanuts and other products of agriculture. For these we paid out 79.8 cents from each dollar we received from the sale of our products.

Quick Facts on Swift's Business in 1948

Total Sales $2,361,114,041

Swift's average sales dollar was spent as follows:

For Livestock & Other Agricultural Products	79.8 cts.
For Employes' Wages & Salaries	9.6 cts.
For Supplies	4.0 cts.
For Transportation	2.0 cts.
For Taxes	1.5 cts.
For Other Business Expenses	1.9 cts.
Total spent out of each average dollar	98.8 cts.
Remaining as Earnings for Swift	1.2 cts.
Total	100 cents

O. R. Johnson

Management's Role in Modern Farming

by O. R. Johnson, University of Missouri, Columbia

Better farm management can give startling results. If managed as well as the best 20% of the farms are managed, output of the average acre could be *doubled*. In most areas the output of pasture land could be increased three or four times. Our cleverest feeders get 60% more out of their feed than do average feeders. Production per cow, sow or hen could be increased 50% to 100% if animals and methods as good as those used by the top 20% of our farmers were employed by all farmers.

There are two ways of achieving higher production per acre without increasing costs. The most practical method is to raise the level of management efficiency without increasing present working forces per farm. The other method is for the farm family, with modern power and machinery, to farm more acres. This second method has obvious limitations. For there would not be enough acres to go around without eliminating many farm families. Do we want larger farm units and reduced farm population? Many think not.

However, many farmers are now faced with adopting either one or the other of the above methods. Farmers *must* meet today's high operating costs and still maintain living standards *without forcing prices beyond the reach of the average consumer*. Consumers cannot be expected to support, indefinitely, inefficient farm output by paying the high prices such inefficiency demands.

Swift & Company UNION STOCK YARDS, CHICAGO 9, ILLINOIS
Nutrition is our business—and yours

$1,883,823,473.00

STATE BANK
PAY TO America's Farmers & Ranchers $1,883,823,473.00
ONE BILLION EIGHT HUNDRED EIGHTY THREE MILLION EIGHT HUNDRED TWENTY THREE THOUSAND FOUR HUNDRED SEVENTY THREE DOLLARS
Swift Company

HOW THE DOLLAR WAS DIVIDED

In America a business is operated to serve the public, and to earn a profit for its owners. In 1948, Swift earned $27,889,210 net profit. That was an average of 1.2 cents out of each dollar we received from the sale of our products. Who got the balance of 98.8 cents? It went to people who work directly in the livestock-meat industry, to additional thousands in other businesses.

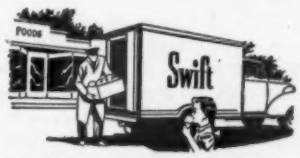
1. The major cost of meat packing is the purchase of livestock and other agricultural products. Swift paid $1,883,823,473 to farmers and ranchers last year. You, the producers, received 79.8 cents out of each average dollar we took in from sales.

2. Swift & Company employs 73,000 men and women to provide the services producers, retailers and consumers demand. The employes look to their company for regular, gainful employment. They earned $226,154,019 in wages and salaries in 1948 . . . or 9.6 cents of each average sales dollar.

3. Supplies of all kinds—sugar, salt, spices, containers, fuel, electricity cost us $94,809,928. These supplies are furnished by other businesses. Our purchases from them created work and wages for many more Americans. This took 4 cents of our average sales dollar.

4. Transportation charges are a necessary item of expense, and a large one, too. Meats are moved an average of 1,000 miles from farm and ranch to market. During 1948, in distributing our products to cities, towns and villages, Swift & Company spent $46,702,457 for transportation by rail and motor. This amounted to 2.0 cents of each average dollar of sales income.

5. Government expenses—fire and police protection, national defense, roads, social security, public education, etc.—are all paid out of taxes. Swift's tax bill for the year was $35,220,291. The Federal Government and each of the 48 states collected some of this amount. And taxes were paid in hundreds of municipalities where our plants and properties are located. Federal, state, and local taxes took 1.5 cents of our average sales dollar.



6. More than 200,000 retail store operators look to Swift for a regular supply of meats and other Swift products. We help build retailers' trade by developing nationwide consumer markets. Our research laboratories and test kitchens also help create consumer demand. Depreciation, interest and other expenses common to every business, add to this total. All these cost $46,514,663 or 1.9 cents of the average dollar of sales.

That's the story of the division of Swift's average dollar received from sales. Of that dollar, 98.8 cents went to other people or businesses. The 1.2 cents left is our return for processing, marketing and distributing meats and other products for millions of American families. Out of this return—or net earnings—our 64,000 shareholders, men and women who invested their savings in the Company, received dividends which took 7/10 of a cent of the average sales dollar. The balance of 1/2 cent was retained to provide for future needs of the Company.

Vice President and Treasurer
Swift & Company

Franklin J. Keller
Principal, Metropolitan Vocational High School
New York City

AVA Goes International

INTERNATIONAL understanding is not the sole function of ambassadors and diplomats. Important as their activities certainly are, they become meaningless unless the peoples they represent know each other, understand each other, like, even love, each other, for then only can there be mutual understanding. Three years ago, prior to the Buffalo Convention, we asked from these same pages, "What have you done that is international?" and now at the Milwaukee Convention we have had an astoundingly hopeful and encouraging answer from twenty-two AVA members who have worked with and for their vocational colleagues in four occupied countries in Europe and Asia and in five Latin American republics. These have been no casual visits but periods of solid, planned endeavor ranging up to two years.

Since it was impossible for all twenty-two persons to make speeches at one session or even to hold a discussion, each one wrote a brief two-page summary of his or her experiences and observations, and these were distributed to the audience in bound mimeographed form. The chairman summarized briefly the attitudes, observations, and comments of the panel members. Illuminating questions and answers followed.

A Sense of Mission

Primarily, these men and women, holding highly responsible positions in this country, have been guided by a "sense of mission." It is no simple matter to uproot oneself from family, job and home for a year or two, to work in a foreign land. For a man or woman, educated and trained in the free democratic schools of the United States, it is overwhelming to be asked to "re-orient" (that is the official term) a whole nation such as Germany or Japan. This is serious business and it is only in a serious and humble mood that one can undertake it effectively. There is a great practical and moral responsibility that can be carried only by those who have borne similar responsibility at home.

It appears that history offers no convincing instance of the ability of any nation to change the culture of another by military occupation. As a matter of fact, the conquered have sometimes transformed the conquerors, for either better or worse. So, while education is both an outgrowth and cause of culture, the culture is likely to persist even while ways and means of education are changing. So, it is incumbent upon all American workers in both occupied and Latin American countries to understand that culture. "Understanding another culture does not consist of looking at pictures of strange lands or hearing dance tunes. It is not merely learning another language, looking at ancient ruins or taking colored pictures of stone age Indians. It is living another life; attempting to learn by hard work what other people think and feel because of their history, their institutions, their environment, their ideas of how to live, and their attitude toward democratic institutions." (Coover)

"In Korea our first and most serious obstacle was the attitude of the people themselves. For more than four thousand years they had venerated the scholar. He held top place in their social ladder. At the bottom were the farmer and the craftsman. It is one of the oriental philosophies which we more practical people of the occident could not understand. Even the poor condition of the country's economy and the great need for technically trained personnel on all levels were not themselves sufficient to force a radical change in this type of thinking." (Anderson)

"The standard of living of any country depends upon productivity of its workers, and too many potential workers of South America produce no tangible goods; no goods of commerce. Too many workers are engaged in non-productive labor. The curse of Latin America is this non-productive labor—unnecessary personal service —and the kind of a society that demands it. There are practically no skilled workers in Latin America as we interpret the term. This accounts for the lack of automobiles, refrigerators, farm implements, and even plumbing. Skilled workers in every trade and intelligent, well-educated farmers are prerequisites to a high standard of living as well as to a stable government." (Coover)

In Germany it is altogether different. While the worker is, through the apprentice and continuation school system, cut off from higher education, he does become highly skilled, productive, and respected. The very efficiency of the Germans, unoriented by moral purpose, contributed to their downfall.

Vocational Education in Europe and Latin America

Curiously enough, the educational programs of Europe and Latin America, while different in results, are similar in pattern: manual work for the 90 per cent, classical education and leadership for the 10 per cent. In Germany, practically all these workers are efficiently trained. In Latin America, this is true of comparatively few, but great strides are being made. In all countries the compelling need is equal opportunity for all youth for all types of work and all types of education. The very effectiveness of German apprentice education constitutes the weakness of the vocational program, for, while 90 per cent of the 14- to 16-year-old youth go to work (with a few hours of part-time instruction), only the elite 10 per cent get full-time schooling. This is aristocracy by predestination. American faith in the individual and American educational techniques can be exceedingly useful in all these fields.

All these processes are two-way. The American workers testify to the many wholesome, even inspiring associations with educators abroad, making it possible to bring home ideals, techniques, and sentiments of great value to the work of our schools. Everywhere there are these men and women of good-will whom it was a great privilege to encourage and support.

(*Continued on page* 20)

Vocational Education in Austria

HAROLD E. HOWLAND
Specialist in Secondary Education
United States Forces in Austria

MORE than 85 per cent of Austrian school children between the ages of fifteen to eighteen are enrolled in vocational schools. This vocational training of Austrian youngsters has doubled in the last two years. In the school year of 1945-46, there were 60,412 boys and girls receiving vocational schooling. During this past year of 1947-48, the number of youth so engaged was 119,924. These figures have particular significance as we observe that in the same period the number of students in non-vocational, academic secondary schools decreased by almost 5,000, so that last year less than 25,000 boys and girls received the purely academic instruction.

Austria, a land of the skilled workman, the craftsman, and the small farmer, is so economically geared that this emphasis on vocational instruction appears to be educationally sound.

Boys and girls in Austria are compelled to attend elementary schools until they are fourteen years of age.[1] Youngsters preparing for university study continue with academic instruction in secondary schools through the age of eighteen. The great remainder either takes up full-time vocational schools (almost 13,000 did this last year) or assumes apprenticeship training in one of the trades and attends a continuation vocational school one day each week for at least three years. These schools are financed by each local community.

Instruction is academic as well as vocational. Skills and trades taught depend upon the environ of the school—rural or urban, agricultural or industrial.

Continuation Vocational Schools

Illustrative of the curricula offered by continuation schools is the program of studies scheduled at one of the schools in Steyr, a highly industrial city. Subjects included are: Mathematics, Grammar, Composition, Blueprint Reading, Mechanical Drawing, Citizenship Training, Bricklaying, Pottery, Shoemaking, Electricity, Butchering, Brewing, Stone Masonry, Stove Fitting, Baking, Tailoring, Smithing, Dressmaking, and Hat Making. Continuation vocational schools have been established in every one of Austria's major cities. They are especially organized to provide additional academic schooling and to supplement the vocational training of youthful apprentices.

Full-Time Vocational Schools

In addition to the aforementioned schools, the Austrian Federal Government has financed full-time vocational schools in principal urban areas. In these schools boys and girls between the ages of fifteen to nineteen may obtain their journeyman training and, in addition, may qualify for the pursuit of higher studies at the technical universities.

Vienna, a war-ravaged city miraculously rehabilitating itself to the place it once enjoyed as an educational and cultural center, is pioneering in the vocational training of its youth. Schools in Austria's capital city are very well staffed with master craftsmen. Although their equipment is not yet adequate, they are performing a creditable instructional program. One Viennese school specializes in Retail Trades, instructing young people for the textile, paper, leather, and shoe businesses. Another school specializes in the Construction Trades and includes in its curriculum training in bricklaying, paving, stone masonry, tile laying, and cement working.

Still another excellent full-time vocational school is located in Linz. There, over a thousand students are enrolled, studying courses in mechanical engineering, electrical engineering, and architecture.

Training for Agricultural Vocations

Training for agricultural vocations is under the administration and supervision of the Ministry of Agriculture and its various provincial branches. Several thousand youths are trained in sixty part-time and full-time agricultural secondary schools. Instruction in general farming, fruit growing, gardening, cultivation of vineyards, and mountain farming (very important in Austrian terrain) is carried out in these schools.

Vocational Guidance

Vocational guidance of Austria's youth is at its best in Vienna. There the Labor Office, working in conjunction with the schools and the trades, surveys all vocational trends and counsels elementary-school graduates. A trained staff of twenty counselors is at work daily, interviewing, testing, and counseling students from Vienna schools. Aptitude and interest preference testing and other psychological examinations are conducted by a smoothly working team of psychologists. The youngster and his parents are advised of his capabilities and limitations. Further, actual apprenticeships are arranged and referred to the boy or girl, who now may enroll in a continuation vocational school and, in addition, supplement the meager earnings of his family.

Conclusion

Today, Austria has more than 300 vocational schools presenting, in addition to academic instruction, practical training for its children. Much of the criticism by foreign experts leveled at Austria's educational structure is unwarranted. True, less than 15 per cent of her youth of secondary-school age are enrolled in purely academic schools. Nonetheless, we must recognize that the economy of this small nation of little craftsmen demands early vocational specialization of its youth.

As we go to press the AVA Washington office has received, with deepest regret, news of the death of Glen C. Cook, Agriculture Editor of the JOURNAL and Professor of Education at Michigan State College, East Lansing, Michigan.

[1] Both major political parties and the coalition government are agreed that this should be extended to fifteen. New school legislation providing for this change appears imminent.

SCHOOL ADOPTION PROGRAM IN AUSTRIA

Through "school adoptions" educational institutions in the United States have available an effective method for giving personalized assistance to schools in the war-devastated countries and, at the same time, for building mutual ties which can yield rich educational and cultural benefits to the participants. Because of its simplicity and flexibility, the plan lends itself to ready use by almost any school which wishes to contribute to the achievement of world-wide democracy and peace through educational reconstruction.

To initiate the venture, the American school usually arranges for students and staff members to send letters to the "adopted" school, expressing their interest and describing their school program. Packages of food, clothing, books, and other vital school supplies may accompany the original letters or may await replies from the "adopted" school which will probably indicate specific needs.

Because of extensive war damage and present poverty, the material aid that American schools thus render is of primary importance. No less vital, however, to the "adopted" schools is the boost in morale which they receive from the tangible evidence of support for their courageous attempts in carrying on under extremely difficult conditions. At this crucial time in world history, with many European nations literally at the crossroads of East and West, their teachers and pupils need imperatively the expression of understanding, the clarification of democratic ideals and practices, and the substantive aid which is implied in the adoption scheme.

On the other hand, the adopting schools stand to profit equally much or more. As donors they reap the genuine satisfactions that come from aiding those in need. American schools have an opportunity in this program to help garner for America that abundant measure of good will which is indispensable for success in its necessary role of leadership in world affairs. American teachers and pupils in ever-growing numbers want more contact with and more first-hand information about the world outside their country. In

(*Continued on page* 28)

AVA GOES INTERNATIONAL

(*Continued from page* 18)

An exciting and undoubtedly fruitful phase of the international education program has been the visits of foreign educators to this country. Recently, eleven outstanding Germans, including Otto Fingerle, the Superintendent of Schools in Munich, successor to Georg Kerschensteiner, and Senator Paulman, head of the Bremen school system, spent ten weeks in this country. The plans for next year include many such visits, including exchange of both teachers and students. One phase of the activities of the Institute of American Affairs (a United States corporation within the State Department) commenced in February, 1947, "when forty Brazilian instructors and professors were selected from the various schools and brought to Rio de Janeiro for a period of three months' orientation in English. Lectures were also given about the United States as well as instruction in what they would be expected to do in the United States.

"On May 11, 1947, this group was sent to the United States and spent four months in the Connecticut trade schools of Hartford, for training in regular trade classes.

"The next four months were spent working in industry for experience in 'on the job training' and to become acquainted with American industry. Ornamental iron workers were located in Milwaukee, printers in Baltimore, electricians in New York, ceramics in Syracuse, foundry in Bridgeport and cabinet makers in Grand Rapids, Michigan.

"The concluding activity of training in the United States was the reuniting of the entire group for a three-months course in teacher training given especially for this group in the Colorado A. & M. College located at Fort Collins, Colorado." (Jones)

A most promising feature in international education has been the school adoption program. Under the leadership of Miss Amidon, the homemaking teachers have taken the lead with most generous contributions and friendly associations. The New York School of Printing has adopted a Realschule in Vienna. A plea and a plan for widespread adoption appears in December "Shop Work." (Wenrich, Prakken, Keller)

Eager for action, the committee proposed the excellent resolutions on International Education which the AVA adopted at the Milwaukee Convention. These resolutions were printed in detail in the January AMERICAN VOCATIONAL JOURNAL.

The following are the AVA members who discussed "Vocational Education Abroad" at the Milwaukee Convention:

Chairman: Franklin J. Keller, Principal, Metropolitan Vocational High School, New York, New York; Chairman of the AVA Committee on International Education; Head of Vocational and Technical Education Section, Military Government in Germany, 1946-1947.

Panel Members: Jack L. Anderson, Principal, Technical High School, San Jose, California (Korea); Edna P. Amidon, Chief, Home Economics Education Service, U. S. Office of Education, Washington, D. C. (Germany); S. L. Coover, Department of Industrial Education, State Teachers College, California, Pennsylvania (Chile); James R. D. Eddy, Department of Industrial Education, University of Texas, Austin, Texas (Korea); H. C. Fetterolf, State Supervisor of Agricultural Education, Harrisburg, Pennsylvania, and Vice-President of the American Vocational Association, Inc. (Korea); Verne C. Fryklund, President, Stout Institute, Menomonie, Wisconsin (Japan); David Jackey, Dean, School of Applied Arts, University of California, Los Angeles, California (Brazil); Walter Jones, Department of Vocational Education, University of Pennsylvania, Philadelphia, Pennsylvania (Brazil); M. D. Mobley, State Director of Vocational Education, Atlanta, Georgia (Germany); George H. Parkes, Williamsport Technical Institute, Williamsport, Pennsylvania (Canal Zone); Lawrence W. Prakken, Editor, School Shop, Ann Arbor, Michigan (Germany and Austria); Lee Ralston, Director of Trade and Industrial Education, Los Angeles County Schools, Los Angeles, California (Venezuela); George S. Sanders, Special Representative, Institute of Inter-American Affairs (Brazil); John J. Seidel, Assistant State Superintendent of Schools, Baltimore, Maryland (South America); Homer J. Smith, Professor of Industrial Education, University of Minnesota, Minneapolis, Minnesota (Germany); J. Graham Sullivan, Director of Vocational & Adult Education, San Diego, California (Peru); Emil O. Toews, Principal, Technical High School, Santa Monica, California (Germany); Ralph C. Wenrich, State Director of Vocational Education, Lansing, Michigan (Austria); J. C. Wright, Former U. S. Assistant Commissioner for Vocational Education, U. S. Office of Education, Washington, D. C. (17 Latin-American Republics); Ralph H. Woods, President, Murray State Teachers College, Murray, Kentucky (Greece).

F.F.A.

20th Anniversary Convention

—JOHN FARRAR

FUTURE Farmers of America, members of the national organization of farm boys studying vocational agriculture in public high schools, took stock of their accomplishments at the Twentieth Anniversary convention in Kansas City, Missouri, last November.

The sinews of the F.F.A. were found to be strong, the heartbeat is steady, and the mind is clear with visions of sound objectives ahead.

Future Farmer members and vocational agriculture leaders have been told their organization is a great one. They've even helped spread the word around themselves. The twentieth anniversary provided the logical occasion to review the past and decide whether or not F.F.A. is a great organization, and, if so, why.

The most striking exhibition of greatness was supplied in the attendance at the convention. More than 6,500 boys attended the convention. What other youth organization stimulates such great interest in its members that so many annually attend the national convention?

You could see it in the national F.F.A. band and chorus, the combined membership of which exceeded by six times the total attendance at the organizational convention in 1928, or hear it in the report showing national membership at 260,000 and steadily increasing.

You could hear evidence in the words of Federal Security Administrator Oscar R. Ewing, who remarked: "We regard it (vocational agriculture) in our shop as one of the most effective and valuable training courses of any being conducted by the Agency. And its good right arm, the Future Farmers of America, is an organization of which we are genuinely proud."

Or in the words of Secretary of Agriculture Charles F. Brannan, who stated: "So I say to you Future Farmers of America, your minds are still alert, your bodies are full of energy, your hearts are right, and I am sure, and I select that word deliberately, I am sure that in you American posterity will find worthy deeds."

Business and Professional Leaders Who Received 1948 FFA Honorary American Farmer Degree: (left to right) Robert B. White, John Collins, E. W. Phelps, Edward N. Wentworth, Herman F. Linde, Roy Roberts, John H. Kraft, and Clifton A. Woodrum

1948-49 National FFA Officers: (left to right) Doyle Conner, President; Paul Lindholm, First Vice President; Dale Hess, Second Vice President; Bill Michael, Third Vice President; Alton Brazell, Fourth Vice President; and Max Cobble, Student Secretary

The newspapers and the wire services and the radio paid close attention to the convention, a thing in itself ample evidence of the importance this young organization has come to attain.

But, over it all, the evidence of greatness was in the faces and the actions of the thousands of farm boys who came to Kansas City to participate in, or just attend, the official national gathering of the world's largest farm boy organization.

There could be no question that F.F.A. is succeeding in its purpose of developing rural leadership when one heard the public-speaking contest, or watched the delegates in their official action on the convention floor. Here were farm boys—the kind of boys that used to be called country hicks. Here were farm boys standing firmly upon their feet and giving concise expression of their beliefs and opinions. Here were the makings of farm men who will, in the years to come, stand firm for the ideas and principles they believe to be sound.

There could be no question that F.F.A. is succeeding in its purpose to train boys for successful farming when one saw the American Farmers receive their degrees, and heard or read the accomplishments that had brought them the honor. Here were farm boys with their feet planted in the soil. Most of them already are successful farmers. Their futures as good, substantial farmers is just exactly why the vocational agricultural training program was developed and F.F.A. organized.

It remained for a citizen of Kansas City to point out the real greatness of F.F.A. in a "letter to the editor" carried by the *Kansas City Star:*

"I'm not afraid any more!

"It has not been my privilege to attend any meetings of the Future Farmers of America, but I have read practically everything that has been written about them during their stay in Kansas City.

"I have seen these boys in groups of four, five, and six—literally hundreds of them on the streets of Kansas City. I have never failed to turn to ascertain their 'home port,' as inscribed on the back of their jackets. From every state in the Union, from every section of the country they have come to Kansas City, and out of it all there has come to me a thrill that can't be surpassed.

"There just can't be anything wrong with a country that produces young men such as these, imbued with such enthusiasm for their chosen profession."

THE APPRENTICESHIP PROGRAM

(*Continued from page* 6)

My last point deals with the problem of securing adequate shop facilities and with their legitimate usage.

In discussing this point, I do so in full awareness of the research extant purporting to prove that this is a machine age and that instruction for machine operation is but a matter of a few weeks or months at best. As long as machines require technicians to keep them fit, and foremen to supervise their operation, basic knowledge and basic skills for many men will be required as long as we propose that men shall have the right to start in business for themselves, for as long as we believe that competition is valuable, and for as long as men need to "think" out new inventions in terms of what machines can be made to do, we shall need basic training in such vocations as electricity, machine shop, carpentry, printing and the like. For machines are just as much skills to be manipulated toward some planned end as hand skills were in their day. We need to keep them our servants, to be called on as needed.

Adequate shops and laboratories in basic vocational and technological fields are, therefore, a necessity for the usual daytime Smith-Hughes type classes. There are times and areas in which they are necessary to good part-time apprentice training. Since the advisory committees possess the trade and vocational knowledge pertinent to the design of a shop or laboratory, they constitute a practical and almost the sole source of accurate information and advice. Would you be strong and sure when you present your shop needs to your school board? Then arm yourself with the practical advice of practical men and your shops and their equipment will be more nearly adequate.

I believe the attempt to secure adequate shop facilities would be expedited by more favorable legislation on the state and federal level. As the state vocational program develops, it should not be penalized for its progress by a continuously diminishing reimbursement. This is a problem for those employed on the state and national levels, but it is a very real one.

Stated tersely, my third area of interest as a superintendent deals with providing adequate shops in which trade training can take place. We need basic, over-all training so mechanics can appreciate the full scope of their trade, so journeymen can know enough to be able to start in business for themselves, so instructors can teach in terms of correct trade practices, and so that desirable demonstration and training in broad trade skills is possible.

We need thus to preserve our American way of life —to give men skill *and* pride; to enable men to remain individual, dynamic, and unique; to stimulate men to go into business for themselves; and to give them ethical insights into their responsibilities as American citizens.

We need understanding on the part of state and national legislators so that expanding programs can be aided from an expanded source of funds. We do not want to stifle vocational education with funds that decrease yearly.

Superintendents are continually impressed by the fact that adequate school services do not suddenly appear full-blown in our cities and districts. They are built painfully and slowly out of *leadership, cooperation,* and *service.*

(*Continued on page* 26)

LET US MAKE RESEARCH AVAILABLE!

BENJAMIN J. NOVAK

Murrell Dobbins Vocational-Technical School, Philadelphia; Supervisor of Graduate Research in Vocational Education, Colorado A. & M. College, and Lecturer in Vocational Education, Temple University

VOCATIONAL EDUCATION has long since passed its infancy of empiricism with the consequent necessity of meeting many problems with untried methods. Experience and research have been acquired and recorded in the form of new and revised textbooks and other materials by the American Vocational Association, the United States Office of Education, and other groups.

Of most serious concern, however, is the fact that many very valuable surveys, curriculum studies, and other research projects made for graduate degrees in vocational education are being "buried" in local libraries and not being shared. Under present conditions many significant findings are, for all practical purposes, being lost. Studies are being duplicated, and many needless steps are being taken by persons in different parts of the country or even in different sections of the same state because of this lack of educational communication. It is true that some graduate studies are of little significance, but the greater majority are important and have a much greater function to serve than meeting the requirement for a degree. Although attention here is directed toward research in vocational education, much the same situation holds in nearly all fields of education.

Some avenues now exist, and are being utilized for the publication of research findings. A few major professors encourage and assist in the writing of articles based upon theses, for publication in periodicals like *Industrial Arts* and *Vocational Education,* and the specialized magazines in the fields of home economics, agriculture, and distributive education. Only a few of the studies completed each year, however, can appear through this limited outlet. The reports are necessarily in abbreviated form, but usually sufficiently informative that the interested reader can be led to consult the thesis if he is interested in finding data.

Some of the larger universities publish abstracts of their theses. This has several serious drawbacks. All of the institutions do not publish these abstracts, and, even if they did, it would be difficult and impractical for each college, university, or other interested purchaser to obtain all of the many volumes issued. The number of studies in vocational education at any one institution would be small; therefore, much bulk would be lost in studies devoted to other fields.

Several sources publish periodically, or have available upon request, bibliographies of research studies completed. The *Phi Delta Kappan* and the *Journal of Educational Research* might be cited as examples of periodicals which publish from time to time the titles of research studies in progress. The United States Office of Education has on file lists of some theses and dissertations completed in many colleges and universities. The listing is not complete, and information is supplied when inquiry is made concerning material in a given field. The Office of Education published bibliographies of research studies between 1928 and 1940 in an inexpensive monograph form. Unfortunately this publication was discontinued in 1940. A similar publication in the home economics field has also been made by the Office of Education.

Other public and private agencies have in the past published in sporadic and incomplete fashion listings of research studies, and speak of reviving the practice.

Recommendations

It is urged that there be undertaken without delay some action on the matter of collecting and making available the results of research in education, our immediate concern here being, of course, for vocational education. The following are the possibilities:

1. Resumed publication by United States Office of Education of research bibliographies. It probably is most convenient for publication to be managed in this way. Institutions conducting research could send abstracts of projects to this office. It is urged that the abstracts be sufficiently complete to permit a reasonably accurate idea of the content. Many people go to considerable difficulty and expense in securing a study from a distant college library, only to discover that the content is entirely useless for their purpose.

2. The American Vocational Association might act as a clearing house for research in vocational education. Research in progress and completed might be published in the A.V.A. JOURNAL, and in monographs when enough studies are accumulated.

Another more ambitious and more expensive possibility is the publication of "digests" of each study amounting to several hundred words. These would be valuable secondary sources for research and practice.

3. Publication by private magazines like *Industrial Arts* and *Vocational Education* or other of research bibliographies.

4. Assumption by a university or individual of the responsibility for publishing digests of vocational education research. An example is the publication by Francis D. Curtis of the University of Michigan at different times, in book form, three volumes on digests of research in the science teaching field.

The disadvantages of a relatively single-handed approach are several: Years are consumed before a magazine, university, or individual acquires sufficient national prestige to be the recipient of appreciable proportions of research. Many busy universities and individuals will never undertake the added burden of sending material to such a source.

For all practical purposes, any and all of the four possibilities should be utilized. The American Vocational Association could do a great service by acting in the near future along the lines suggested.

It is hoped that the many valuable studies made since the beginning of the great war, and largely unreported to date, will soon be collected and made available.

A Junior College HOME ECONOMICS Program

ALTA HIRST, *Weber College, Logan, Utah*

YOUNG people attending junior college may seek home economics classes with one of several purposes in view. There are those who recognize a need of training for the important occupation of homemaking and family living. In many instances they have immediate plans or are making plans for their marriage. Another group of students elect this program with the intentions of college graduation in the field of home economics. During the junior college period they enroll for the basic courses both academic and home economics in nature as required by senior institutions. They attend the junior college because of its closeness to their home, because of financial economy, or because it provides an excellent transition from high school to senior institutions and considerable opportunity for personal development. Their concern for home economics is generally twofold. They not only recognize it as an excellent field for a business career but also for its practical use in homemaking.

There is a third group of students in the general educational field who depart from their chosen field for classes with a practical outlook on living. Some of this group may elect an occasional class, while others select as many courses as their program will allow.

The junior college then has several obligations to provide opportunities desired by the students who may attend. The basic idea underlying the total program of education at Weber College is that of functionalism. Individuals must be prepared for living in a democracy if a democratic way of life is to be retained. Opportunities for social and personal development are essential in the total school program. Preparation for satisfying home and family life is a basic aim of the functional program of junior colleges.

Weber College maintains a program for the thirteenth and fourteenth years of schooling. At the satisfactory conclusion of these two years two types of degrees are granted. The associate of science or the associate of arts is intended specifically for the student who has further college attendance in view. For those who desire a terminal course which is a personally planned program, a certificate of completion is awarded. The latter program allows participants considerable choice, since an adviser and student may plan the complete program to coincide with the personal needs and interests of the students.

Two programs are specifically developed for the home economics students at Weber College. One is intended for homemaking and the other leads to college graduation. Each of these programs includes classes in planning, preparation and serving of family meals, nutrition and health of the family, the selection of food and economy in buying of food. In the clothing field there is special emphasis on appropriate dress and selection of clothing, construction of personal clothing, study of commercial patterns and their use. A study of fibers, fabrics, and cloth finishes and selection of household textiles forms the basis for another class which has been popular with students in each one of these areas.

Household operation, including management problems relating to money, time, and equipment, forms the basis for another course of instruction. For practical problems in this field the foods and clothing laboratories are used and apartments are examined. Local merchants have cooperated by permitting examination of new equipment as well as demonstration of equipment.

The furnishing and decorating of the home form another popular class. Classroom instruction is aided by the use of considerable illustrative material, including rug and carpet exhibits, curtains, wall and floor coverings and scaled furniture for room arrangements. Field trips are also arranged to see local furniture displays and construction of furniture.

In the phase of family life and child care two courses are available. Emphasis is placed on developing attitudes and wholesome relationships in marriage and parenthood in "Preparation for Family Life." This also includes a study of reproduction and physical care of the mother and child during the prenatal and postnatal period. It is interesting to note that approximately 60 per cent of the women students enroll for this class. In some enrolled groups it has been found that nearly 50 per cent are engaged to be married. Usually there are several students who are married. This course has been popular with the college students in the various fields of work.

The "Child Development" class is the second one in this group. To supplement lecture material on the growth and development of the young child, field trips are made to local child care centers and to an orphanage and university child care center in a nearby city.

The major difference between the homemaking program and the college continuation program is found in the academic courses required. The requirements on the latter program are kept in line with those of the higher institutions in the state and include approximately twelve quarter-hours of credit in physical, social, and life sciences, and slightly more in English and languages. Recommended classes for the homemaking program include art appreciation, children's literature, speech, psychology, sociology, and a survey class in physics. This program, however, can be planned largely by the student and adviser to satisfy student interests. The student in general education has an opportunity to enroll in classes with home economics content as previously listed. In few instances prerequisites are necessary.

For several years an extensive night school program has been under way at Weber College. Classes have been organized on three levels for clothing construction. Each group meets for a three-hour laboratory one night a week. Individual instruction is provided with occasional demonstrations for the group.

Another course which continues to be in demand is Upholstering and Refinishing of Furniture. This class meets one night each week for a three-hour laboratory. Two sections have been scheduled every quarter since the beginning of the program about five years ago. Students select individual problems on which to work. Individual and group instruction is given.

Classes in Home Furnishing have been a part of the program on the campus at night. In some cases this type of class has been directed in organized groups off the campus. Local stores are cooperative and liberal in the use of merchandise for laboratory material.

(*Continued on page* 26)

Texas Boy Is Winner of National NFA Award

By Ruby Corder

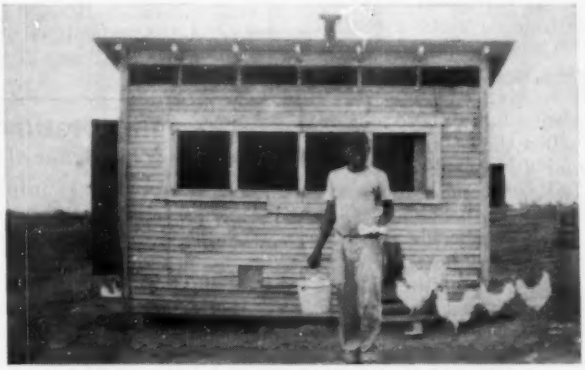
Allison Gardner's farm and home improvement projects which won him the National NFA award included painting the farm home, planting and caring for shrubbery and lawn, and building concrete walks and steps. The good state of repair of the house and grounds is noted from the picture above

ALLISON GARDNER, 18, the 1948 winner of the National Farm and Home Improvement Award of the New Farmers of America, began vocational agriculture training in 1944 in the Jackson High School, Tyler, Texas. Allison has steadily progressed toward his goal of successful establishment in farming. He has not only used improved farm practices in increasing the size and production of his farming projects each year, but has also added many home and farm conveniences and facilities and increased the attractiveness and livability of his farm home.

On his first farming program he realized a net income of $75 on 1 acre of oats, 1 acre of corn, and 1 pig. This sow pig became the start of his present nice herd of Poland China hogs. Proper care and adequate green pasturage have enabled Allison to produce these hogs at unusually low cost. The next year he started his dairy herd with a registered Jersey heifer and raised 2 acres of corn for feed and marketed 1 acre of peas. His net income the second year was $117.34. The third year he added to his projects 100 White Leghorn chickens which he had won in a State Judging Contest at Prairie View. His feed crop that year consisted of 3 acres of corn, 1 acre of oats and 2 acres of maize, and he also raised 2 acres of peas for market. During his last year in high school he planted 2 acres of feed corn, 2 acres of cane, and 2 acres of peas, beside increasing his animal production.

Each year, while carrying out his farming program, Allison was active in projects which improved the 240-acre home farm of his mother. His first consideration was improvement of the sanitary conditions of the farm home. The grounds were drained, the well deepened and recurbed, a water pump installed, and the water was chlorinated and piped into the house and to the barnyard. Doors and windows were screened, septic tanks built, and a wire incinerator was constructed for garbage disposal. Keeping the premises clean and the use of disinfectants also insured farm sanitation.

Soil improvement projects consisted of rotating crops each year, constructing a drainage ditch, running contour lines on 8 acres and terracing 15 acres of land. Twenty-eight acres of pasture land was fenced hog proof. Allison cut out undesired timber, trimmed the larger growth of hickory trees, and took fire-prevention measures on his forest land. On his grazing land he applied phosphate, planted permanent legumes and grasses, and mowed the pasture at frequent intervals. Before planting his crop land to hairy vetch, Allison applied phosphate to his land. This task was made easy by use of equipment obtained through the Jackson Farmers Co-op. Allison used every precaution to destroy the breeding places of flies and mosquitoes and applied animal and plant sprays to prevent the development of and to destroy insect pests.



This farm and home improvement award winner also built several farm buildings and installed running water and electricity to convenient points on the farmstead

Building 2 barns, a smokehouse, fences, concrete walks, and a brooder house were some of the larger construction projects which this enterprising farm and home improvement award winner helped to plan and complete. This young man also improved the appearance of the Gardner farmstead by painting the exterior of the garage and house, painting the inside woodwork of the house, and varnishing the floors. The final touch to this home beautification work was planting a lawn and keeping it mowed and setting out shrubbery. He also increased the comfort and convenience of the farm home by building lawn furniture, a table, an ironing board, and other items, as well as by wiring the

Besides cultivating several acres of crop land Allison raised nice herds of cattle and swine as well as a large flock of White Leghorn chickens.

house, the outbuildings, and grounds for electric lights. Allisons' farm shop training helped him in skillfully and economically executing these improvements and in keeping the buildings and facilities in good repair.

So far, Allison Gardner has advanced to three degrees of the N.F.A. organization and has served as president of his local chapter, president of the district organization, and vice president and president of the Texas Association of the New Farmers of America. Besides these N.F.A. offices, he has represented Texas as a delegate at two national conventions and was a member of the winning quartet contest which represented his State at the National N.F.A. Convention at Raleigh, N. C., in 1947. He enjoyed with this quartet a tour through the southern states, during which he visited Tuskegee Institute, the George Washington Carver Museum, Atlanta University, the Mammoth Cave, and other points of interest.

Allison plans to continue his study of agriculture in college and return to the farm and grow cattle as his No. 1 enterprise, with a lot of emphasis on growing feed and cash crops.

A D.E. LAB FOR SIXTY-FIVE CENTS

(*Continued from page* 15)

A mass display of a single article develops a central theme and creates interest. Creating an attractive display from available materials is quite often a real challenge to the D.E. students concerned!

Distributive Education students have more enthusiasm and higher class morale when they can work with *actual advertising materials* and *dummy merchandise.* All of these pictures reflect 100 per cent student activity in the Pittsfield Community High School. The co-ordinator spent 65 cents for 65 postcards requesting the materials—the students opened it, studied it, planned the displays, then arranged it on the shelves or special display tables. They enjoyed the project immensely, and it came during that mid-year lull in January and February when store sales were slack, so it provided stimulation to acquire more merchandise knowledge, both in the classroom and on the job.

The bibliography of 65 manufacturers who are willing to furnish advertising materials and dummy merchandise to D.E. co-ordinators may be secured from the Business Education Service, Board for Vocational Education, Springfield, Illinois, upon request. You are encouraged to try it, if you haven't already. Says the author, "It works like a charm!"

A JUNIOR COLLEGE HOME ECONOMICS PROGRAM

(*Continued from page* 24)

Enrolled in these classes are young mothers who have family responsibilities, career girls who find it a profitable use of their time, and mature women who are enjoying the contacts with others and using their leisure time to advantage. There are several phases not yet developed but the program has been well received and will be expanded as rapidly as space is made available and necessary arrangements can be made.

Thus home economics on the junior college level does present a varied program. Educators are aware of the needs of the young people in school as well as those who have established themselves in homes and families, or with careers. They are alert to the frequency of change in this fast moving world, and all are willing to adopt to the new as quickly as it can be recognized and the necessary adjustments be made.

STUDENT MEMBERSHIP

All over this country there are groups of students preparing to become vocational and Industrial Arts teachers. These full-time students are naturally to be interested in actual conditions under which they will work as teachers.

The thought has been expressed that it would be helpful to these students if they could become members of the American Vocational Association and, as such, receive, regularly, copies of the AMERICAN VOCATIONAL JOURNAL while they were yet students in a teacher-training institution.

At the recent A.V.A. Convention in Milwaukee, our A.V.A. Constitution was revised, the revision, among other things, providing for student memberships. These memberships have been made available by the A.V.A. Executive Committee at the reduced rate of 50¢ per year.

It is hoped that vocational teacher trainers and officers of State Vocational Associations will make the necessary arrangements in the various teacher training institutions, and in State Vocational Associations, for the addition of this group of A.V.A. members who are prospective vocational and Industrial Arts teachers.

THE APPRENTICESHIP PROGRAM

(*Continued from page* 22)

Leadership has to inspire people to service, develop and guide ideals, and carefully preserve balance.

Cooperation begets respect for others, stimulates interest, practicalizes procedures, equipment and methods; in short, it helps people to see real values.

Well-rendered *service* makes friends and supporters of both students and employers. If the whole interacting process is well done, better citizens and a better community result.

I have faith in the present and the future. I believe we are making progress in this very important area. I notice that more superintendents are showing an interest in the apprentice training program, and I feel sure that this is due to the activities of the participating state agencies. A growing state like California

(*Continued on page* 28)

Vocational Guidance by Counselors Who Are Experienced in Industry Is Vital to the Proper Placement of Youths in Jobs

What Farmers Think About Educational Booklets and Bulletins*

G. B. Gunlogson

THE most critical need in agriculture today is not more power, machinery, electricity, better housing, or better soil conservation techniques. Years of observation have convinced me that the most critical need is more widespread and effective education for the farmer—the man who controls the soil and its products.

There are vast educational facilities available to farmers: (1) agricultural schooling is available to any farm youth; (2) after the youth becomes a farmer, there are many sources of information and education open to him for the rest of his life.

Among these latter facilities designed to help the man on the farm, bulletins and educational booklets play an important role. Just how important is shown in some surveys that have been made regarding sources of information for farmers.

About seventeen years ago I conducted a farm-to-farm canvass to ask farmers from what source they were getting the most helpful information about certain specific farm practices and operations. At the same time a simple questionnaire designed to get the same information was mailed to a similarly selected list of farmers. No substantial difference was found in the results from the two methods.

Since then mail surveys have been quite extensively employed to learn more about the sources of farming information which farmers consider most valuable. Some of these inquiries have been confined to one specific practice or product. In others the questionnaire has taken in a wider scope. In these surveys "farm papers" invariably are rated first by nearly half of the farmers.

The rating of informational sources, however, varies considerably with the particular practice or product under question. Usually the "county agent and bulletins" come second in this rating. In third place, and frequently about even with the county agent, are local dealers' and manufacturers' printed material when lumped together. Then follows a considerable list of other sources such as newspapers, radio, farmer meetings, various agricultural agencies, etc.

Vast Number of Bulletins Distributed

If not an exact measure of their effectiveness, the wide distribution of bulletins and educational booklets makes them one of the important factors in farmer education and agricultural progress.

There has been a marked increase in both variety and quantity of this material. The extension departments in most of the colleges have been kind enough to supply more detailed information on this matter than can be summarized here. The colleges, mainly through the extension service, produce and distribute approximately 50 million pieces annually under no less than eight thousand titles. One extension editor reports the distribution of 300,000 mimeographed bulletins, 250,000 leaflets and 450,000 farmer bulletins; another reports 800,000 bulletins, etc.

For statistical purposes and otherwise dealing with this broad class of educational materials, there is need of more accurate and acceptable terminology and classifications.

The U.S.D.A. reports that 415 farmers bulletins and leaflets were available for farmer distribution in 1947. The total distribution of these, plus technical publications, totaled over 39 million. A substantial part of these is distributed by the Extension Service.

It is more difficult to estimate the quantity and classify educational booklets or printed material distributed by private concerns. Some of this material is highly educational; some is more or less commercial or devoted primarily to product selling.

Trends in Educational Booklets

The requirements and functions of educational booklets for farmers have become better understood in recent years, all of which has brought about some interesting trends. It used to be said that if government bulletins had "more selling and less education" and commercial booklets had "more education and less selling" both would be improved. Progress has been made toward this compromise, and with benefit to the farmer. Some of the observations which have come to me through experience in this work or from contacts with agricultural educators may be stated rather briefly:

1. Any evaluation of these materials should be based largely on functional features and results, education-wise, rather than on artistic qualities. However, an appealing appearance and title are important factors and, as one man has expressed it, "The first function of many bulletins is to get themselves picked up from the rack or taken home from the meeting."

2. Emphasis on motivation or appeal greatly increases the readership of educational booklets. The surest way to get a farmer to read a bulletin is to start out by telling what the subject is about and how he is going to profit by it.

3. Illustrations and diagrams are being used more generally, with good effect when costs and circumstances permit. Good typography has perhaps been less appreciated. Effective breaks in subject matter, headings, and highlighting of key points in copy help greatly in making reading easier and in retaining what is read.

4. Timely, specialized and short bulletins have come to be used more widely in the Extension Service, and with good effect. Many states report marked increase in mimeographed bulletins and short leaflets on special and seasonal subjects. This serves most effectively to give notice to timely things or answer specific questions the farmer may have about some current problem or practice.

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* Report presented before the Extension Committee of the American Society of Agricultural Engineers at the annual meeting Portland, Oregon, June 21-24, 1948.

5. More and better educational booklets are being produced by private concerns, and much of the strictly sales material has become more constructive. Inspirational slide films and motion pictures are becoming increasingly popular with feed, seed, chemical, and farm machinery companies. And the association of inspirational films and booklets or manuals is a rather new concept in farmer and dealer teaching. One company calls this "dual-impact teaching". The plan involves a film to inspire, followed by a take-home bulletin to *clinch* the points and provide actual working instructions.

6. How long should copy be? Perhaps the Lincoln anecdote about the length of man's legs applies here. However, it may be said that too many bulletins, or booklets and text books for that matter, are too long. One extension editor explained at some length that some of their farmer bulletins are written by faculty members who are also very diligent scholars. One professor who has frequently supplied material for bulletins knows his subject so well that he has to write thirty pages before he really gets into the subject. After working with this professor for twelve years, the editor has now obtained permission to cut this copy 50 per cent.

This case may be slightly exaggerated, but many bulletins are burdened with too much copy on procedural methods, history, etc. Too much institutional copy and history can likewise spoil the educational value of a booklet. We cannot expect the farmer to read much tedious detail of concern mainly to technical workers or to company employees.

7. More widespread publicity, or listing of bulletins and educational booklets in farm papers, newspapers, and other suitable media, would help to popularize this material. The purpose should not be to promote promiscuous distribution, but rather to induce farmers to *want* and to *ask* for specific information and bulletins.

One experienced editor of educational material has suggested that more "consideration might be given to *seasonal* management" of bulletin distribution. In this plan he would include rearranging of bulletin racks of county agents and local dealers and perhaps seasonal placards. The bulletin which is wanted is the one which talks the right subject at the right time.

In recent years public and private agencies dealing with information on the farm have come to know each other better and to work together a little closer. This has been of inestimable help to manufacturers who have an educational responsibility to the farmer.

In the field of information, business is exerting an ever-increasing influence in line with the growing dependence of agriculture on chemicals, machinery, outside materials, and various products of manufacture. This is carried on not only through the distribution of a vast amount of printed material and other media, but also through the effort of local dealers who have daily contacts with more farmers than all public agencies combined.

A special mention might be made of the farm paper. It is the oldest agency in this field—three times as old as the extension service. Like the extension service, its reason for existence is dissemination of information. Every farmer takes one or more farm papers, and each month nearly 22 million copies are printed. The high readership of farm papers comes from timing of subject matter, continuity, and the fact that they are, for the most part, well edited for farmers.

An even closer collaboration between experiment stations or extension departments and farm papers than now exists would certainly bring information more promptly and more effectively to farmers. If the farm papers were supplied information more freely before the lapse of months usually required for this material to get into printed bulletins, it would reach many farmers who otherwise might never get the information. It would also further the interest in bulletins and serve to bring the experiment station and the extension service closer to a larger number of farmers.

Due consideration must be given to the viewpoints of experiment station workers and others that information about new ideas or experiments should not be dished out to farmers until properly seasoned or tried; that the extension service should control all channels of information, all the way to the farm; that county agents must have "original" bulletins before information is released, etc., etc. But, obviously, there is a way of taking better advantage of, and supplementing the effectiveness of farm papers and other media in disseminating farming information.

The more freely public and private agencies recognize and utilize the work and facilities of the others, the more quickly and more completely will information reach the farmer and help him do better farming.

THE APPRENTICESHIP PROGRAM

(*Continued from page* 26)

needs men who are growing in vision and promotional "know-how."

So, as a superintendent, I am not interested in apprenticeship training as a mere money-making business, nor am I interested in it as a mere skill-acquiring business. I am interested in it as a *man-making* opportunity. I want to know that it will produce honest, responsible, thinking citizens, who know what the cultural count is. I am morally and psychologically certain that the *way* men act is the only practical index to *what* men are. All of the book-learning in the world will not develop character until the engendered ideals are tested pragmatically—until a man knows what he'll do in the face of pressure.

SCHOOL ADOPTION PROGRAM IN AUSTRIA

(*Continued from page* 20)

short, they want to give and they want to learn. The school adoption program offers them an organized opportunity to do both.

The greatest need is in the elementary and secondary school field. American elementary, junior and senior high schools are urged to take part in this program. Any school that wishes to "adopt" an Austrian institution can do so immediately by communicating with the Education Division, USACA, Headquarters, United States Forces in Austria, APO 777, c/o PM., New York, N. Y., which is prepared to furnish on request the names and other pertinent data of Austrian schools interested in "adoption." To facilitate good "matches," American respondents are requested to send a brief description of their school and an indication of the probable number of students and staff who may be counted on to engage in the inter-school correspondence. The Austrian schools ordinarily will conduct their correspondence in English, but arrangements can be made, of course, for letters in German as well.

Books and Bulletins

GENERAL

A Century of Book Publishing, 1848-1948, D. Van Nostrand Company, Inc. 1948, New York. 73 pages, illustrated.

A brief history of the D. Van Nostrand Company on the hundredth anniversary of its founding, its publishing background, its policies over the years, and a quick glimpse into its prospects for the second century of its existence. This book gives not only a picture of a single company but also an exemplification of the force and vigor inherent in a sound and well-tested publishing tradition.

Inequality of Opportunity in Higher Education, by David S. Burkowitz. State of New York, Legislative Document No. 33, 1948. 203 pages, 35 cents.

This study of minority groups and related barriers to college admission is a report to the "Temporary Commission on the Need for a State University in New York," including supplementary study by E. Franklin Frazier and Robert E. Leigh. This publication can be obtained from the Bureau of Publications, State Education Department, Albany 1, New York.

Education for the Health Service, State of New York, Legislative Document No. 32, 1948. 170 pages, 40 cents, prepared by a committee of four under the chairmanship of George St. J. Perrott.

This study consists of the survey of state needs in the field of medical, dental, and nursing education intended to assist the "Temporary Commission on the Need for a State University" in the formulation of final recommendations. Its content, however, should be of interest to anyone considering the problems of educational adequacy anywhere in the United States. Write Bureau of Publications, State Education Department, Albany 1, N. Y.

Facilities Needed for Higher Education, Alpha Phi Chapter, Phi Delta Kappa. Rutgers University, New Brunswick, New Jersey, 1948. 71 pages, $1.00.

This Phi Delta Kappa sponsored study shows the urgent need that exists in every state for educational facilities in colleges, universities, and technical schools if the needs of our young people are to be met. John A. McCarthy, president of Alpha Phi Chapter, Phi Delta Kappa, is a former AVA president, and Dean C. E. Partch of the Rutgers University School of Education is the present Guidance Editor for the AMERICAN VOCATIONAL JOURNAL.

Inside the Campus, Mr. Citizen Looks at his Universities, by Charles E. McAllister, D.D. Fleming H. Revell Co., New York, 1948. 247 pages, $5.00.

What goes on in the American college? To get at the facts, Dr. McAllister spent a year studying a number of colleges and universities. This book is his report. It is divided into three sections: (1) The contributions of our state colleges and universities in the fields of industrial relations, national welfare and economy; (2) relations between college presidents, faculty, students and alumni; tuition rates and salaries; and the use of audio-visual aids in higher edcation; and (3) a series of tables giving the findings on each institution surveyed.

Film and Education, edited by Godfrey M. Elliott, Philosophical Library, New York, 1948. 595 pages, $7.50. A symposium on the role of the film in the field of education.

This book presents a one-volume comprehensive survey of the present and potential uses of the 16-millimeter educational motion picture in modern society. The work is the product of 37 writers, each discussing the phase of educational film use with which he is most familiar.

AGRICULTURE

Starting and Managing a Farm, by C. M. Hampson. McGraw-Hill Book Company, New York, 1948. 250 pages, illustrated, $2.60.

Specific recommendations and suggestions are made in this book to assist students of vocational agriculture to get a proper start in farming and to manage a farm successfully. Material is based on 35,000 farm records from 31 states and is applicable to farming in every part of the United States.

Rural Electrification, by J. P. Schoenzer. The Bruce Publishing Company, Milwaukee, 1948. 338 pages, $3.76.

Dedicated especially to the vocational agricultural teachers of America, this book is organized in a time-saving form providing equipment demonstrations, practical principles, and class discussions aimed to provide students with the technical knowledge and know-how necessary for most efficient use of the electrical applications in farming.

Your Life in the Country, by F. E. Bathhurst. McGraw-Hill Book Company, New York, 1948. 399 pages, $2.80.

Sponsored by the consumer educational study of the National Association of Secondary School Principles, this is a textbook in consumer education, especially designed for boys and girls in farming communities. Its purpose is to stimulate the achievement of better living on the farm by providing a wealth of usable ideas and concepts applicable to rural living.

Practical Poultry Management, 5th Edition, by James E. Rice and Harold E. Botsford. John Wiley and Son, Inc., New York, 1949. Chapman & Hall, Ltd., London, 1949. 614 pages, illustrated, $3.96.

This new edition of a reliable standard text in poultry husbandry pays particular attention to poultry production during a period of scarcity and high cost of labor and considers increased size of plants and the use of recent developments in heat, water supply, ventilation, etc. A revised key for breed identification is included. This book should be of value not only to vocational school students but to poultry men generally, whether large or small scale producers.

Law on the Farm, by H. W. Hannah. The Macmillan Company, New York. 399 pages, $4.50.

Essentially a handbook of useful information in which the average farmer is interested. The procedures that are necessary to the proper conduct of farming as a business are presented in a clear and concise manner.

(*Continued on page* 32)

American economic, social, and educational philosophy translated into practical educational organization and administration.

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Revised edition

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and

Thos. H. Quigley

Head, Industrial Education Dept. Georgia School of Technology

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PERSONALS

Dr. William T. Spanton

Honorary membership in the Fraternity of Alpha Zeta was conferred on Dr. William T. Spanton, Chief, Agricultural Education Service, U. S. Office of Education, at the Biennial Conclave sessions of the Fraternity which were held recently in Washington, D. C. This honor was also conferred upon Dr. Clarence Poe, editor, publisher and agricultural leader of Raleigh, North Carolina.

Membership in the Fraternity of Alpha Zeta, a professional organization in the field of agricultural leadership, is based upon outstanding scholarship, leadership and qualities of strong character.

Some of our state supervisors of agricultural education, some of our teacher-trainers in this field, and a substantial number of our good teachers at vocational agriculture are members of this professional organization. For this reason, the conferring of an honorary membership upon Dr. William T. Spanton will be of interest to many of our AVA leaders.

* * *

Kemp Hoff, former teacher-trainer of Distributive Education, College of Education, University of Georgia, Athens, Georgia, has accepted the position of Professor of Distributive Occupations for New York State and has been assigned to the New York City office of the State Education Department.

* * *

Van C. Whittemore, who has been Director of the State Agricultural and Technical Institute at Canton, New York, for the past twenty-five years, has resigned. W. T. Long, head of the Agricultural Division of the school, has been appointed by the Commissioner of Education as Acting Director.

* * *

Jessie Winchell Tickell has resigned her position as Supervisor of Home Economics Education at Rochester, New York. During the years she served in this capacity, Mrs. Tickell made an outstanding contribution to the home-making program in that city.

* * *

AVA REPRESENTED IN CONGRESS

Thurman C. Crook, drafting instructor in the South Bend, Indiana, High School, has been elected to the United States Congress from the Indiana Third Congressional District. A member of the American Vocational Association, Congressman Crook is also a member of the National Education Association, the Indiana Industrial Educational Association, and the Indiana Vocational Association. He has spent 28 of his total of 35 years of teaching in the Industrial School of South Bend. During his educational work he learned the carpentry and cement trades as well as cabinet making and pattern work. Congressman Crook is definitely interested in sound vocational education procedures.

NATIONAL BROTHERHOOD WEEK

President Harry S. Truman has called upon the American people to make Brotherhood Week in 1949 the occasion for rededication to the principles that "All Mankind Is One Family." Noting that the "real principles of the world are those of human relations," the President observed that the principles of equality and justice have made our country great.

Brotherhood Week will be observed February 20-27, 1949, under the chairmanship of Nelson A. Rockefeller, with President Truman as Honorary Chairman.

This year's observance is the sixteenth to be held and to many people is of more than ordinary significance as a contribution to American unity and a very important, if not indispensable, factor in strengthening American leadership in advancing the cause of democracy in the world. Founded by the late Charles Evans Hughes and other prominent Americans, Brotherhood Week has as its purpose the promotion of the principles of brotherhood throughout our people based on integrity, justice, and understanding. Defining brotherhood as "giving to others the rights and respect that we want for ourselves," the Council stresses the fact that every major religion of the world espouses this concept of equality and respect for all people and that the relationship between people in our Western civilization is based on these concepts.

This year's observance of Brotherhood Week will include special programs in schools, colleges and churches, special radio programs all over the nation, feature newspaper articles, and showings of motion pictures dealing with brotherhood such as "Cross Fire," "Gentlemen's Agreement," "The Search," and "Big City."

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A V A PUBLICATIONS

Research Bulletin No. 1 — Occupational Adjustments of Vocational School Graduates. 1940. Pp. 132. Price 10 cents each; 10 or more, 5 cents each.

SURVEY FORMS for use in making local or area studies of graduates and former students of industrial, home economics, or agricultural education schools or departments; useful to occupational guidance, training, and placement programs. 1940. Pp. 4 ea. Prices: 10 copies, 15 cents; 100 copies, $1.25; 1,000 copies, $8.25.

Research Bulletin No. 2—A Study of Industrial Teacher Education at the Graduate Level. 1941. Pp. 42. Price, 10 cents each; 10 or more, 5 cents each.

An Enlarged Program of Vocational Education With Special Reference to Larger Administrative Units. 1943. Pp. 52. Price, 40 cents each; 10 or more, 35 cents each.

Improving Instruction in Industrial Arts. 1946. Price, 25 cents each; 10 or more, 20 cents each.

State Supervision of Industrial Arts Education. 1946. Free.

America's Vocational Schools. 1945. Pp. 56. Single copies Free.

Evaluative Criteria for Vocational Education in Agriculture. 1942. (Revised). Pp. 75. Prices: 20 cents each; 10 or more copies, 15 cents each.

Manual of Directions for Use with "Evaluative Criteria for Vocational Education in Agriculture, 1942 Revision." 1943. Pp. 15. Prices: 1 to 9 copies, 10 cents each; 10 to 99 copies, 9 cents each; 100 or more copies, 8 cents each.

NOTE: The report entitled, ***"Factors Affecting the Satisfactions of Home Economics Teachers,"*** published by the Committee on Research and Publications of the AVA, is available for distribution. The publication, ***AVA Research Bulletin No. 3,*** may be secured from the AVA office in Washington, D. C.: price 75c a copy.

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ASSOCIATION NEWS

• **The Industrial Arts Conference** held its 35th meeting in Chicago, Ill., on November 11-13, 1948.

Dr. Verne C. Fryklund, the general chairman, opened the Thursday morning session and then turned it over to Dr. Fred Schmidt, Jr., who, with Otto C. Olson and R. M. Torgerson, presented the subject of "Industrial Arts in General Education" for consideration of the members of the conference and the visitors who were in attendance.

The Thursday afternoon session was under the chairmanship of C. H. Groneman. He and C. Kenneth Beach and Dewey Barich presented the subject, "Industrial Arts and the 60 Per Cent," for general discussion.

Dr. William T. Bawden was chairman at the Friday morning session. "Comparative Industrial Education" was the subject for discussion, and the interesting reports which Dr. Homer J. Smith and Dr. Verne C. Fryklund gave concerning their three-month stay in Germany and Japan, respectively, were well suited to this subject.

The Friday afternoon session was under the chairmanship of Dr. L. V. Newkirk. The subject of "Problems of Industrial Arts in the Elementary School" which he and Dr. Fred Strickler and W. A. Klehm presented was thoroughly discussed.

Melvin Lewis was chairman of the discussion part of the Saturday morning session. He and Dr. Harold Silvius and Professor A. B. Mays presented the subject, "Graduate Programs and Problems in Industrial Education."

The business session was under the chairmanship of the general chairman, Dr. Verne C. Fryklund.

* * *

• **The annual meeting of The Wisconsin Industrial Arts Association** was held November 4, 1948, at Milwaukee, Wis. The president of the association, William A. Sherman of Eau Claire, Wis., presided as chairman.

A very interesting demonstration and explanatory talk was given by C. A. Bejina, of the General Electric Company, on "The What and How of Television." This was followed by a special broadcast by WTMJ.

R. A. Charette, Milwaukee, Wis., was elected to serve as president for the coming year. H. J. Shufelt, Racine, Wis., is the secretary of the organization.

On Friday afternoon sectional meetings were held on general metal, mechanical drawing, machine shop, printing, and woodworking.

• **The Annual Spring Conference on Industrial Education,** which is sponsored jointly by the College of Education of the University of Missouri and the Industrial Education Section of the Missouri State Department of Education, will meet at the University of Missouri, Columbia, Mo., on Friday and Saturday, April 22 and 23. The conference will be attended by teachers of industrial arts and day trade subjects, coordinators, and directors from various schools throughout the state.

* * *

• **The International Council for Exceptional Children** is holding its twenty-fifth annual convention in San Francisco, California, from February 28 to March 3, 1949. Convention headquarters will be at Hotel Fairmont, and all those who are interested in attending this convention should make reservations by writing to the Hotel Fairmont, Nob Hill, San Francisco, California. The International Council for Exceptional Children is composed of educators and social workers interested in the problems of the handicapped child.

Schenectady Electrical Program Attracts Interest

The Technical Department in Mont Pleasant High School, Schenectady, New York, has had several distinguished visitors from foreign countries to observe and gather information on technical education programs in electricity. The visitors have included the president of Radio Electric Institute, Bombay, India; the director of the General Electric Company of South America, and the manager of the Metropolitan Vickers Electrical Co., Ltd., of England.

General Motors' Summer Program For Auto Mechanics Teacher Training

FLINT—General Motors Institute, central training agency for General Motors, has announced its Auto Mechanics Teacher Training Program in two sections for the summer of 1949. The courses, for college and high school instructors of auto mechanics and service subjects, will run from June 27 to July 23 and from July 25 to August 20.

Throughout the program current models of Chevrolets, Pontiacs, Oldsmobiles, Buicks, Cadillacs, GMC Trucks and Detroit Diesel engines are available for use as instructional aids and trips to General Motors plants and laboratories are so coordinated as to make them an integral part of the program.

Particular attention will be paid to Dynaflow and Hydramatic transmissions and late developments in such things as instruction methods and procedure; car and truck specifications and adjustments; gasoline and Diesel engines; bodies; maintenance tools and procedures; service operation and equipment and the automobile business and vocational guidance.

The program was first presented in 1933, as the result of requests from teachers for information on passenger car and truck specifications and adjustments. It was resumed in 1946 after a four-year wartime lapse. It is one of the Institute activities open to people other than those directly connected with the divisions of General Motors or its distributors and dealers.

During the history of the program, teachers of auto mechanics and related subjects and vocational counselors from all states of the United States as well as all provinces of Canada have participated. Application for enrollment may be obtained by writing to the Registrar, General Motors Institute, Flint, Michigan.

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BOOKS AND BULLETINS

(*Continued from page 29*)

Two Hundred Years of Agricultural Education in Georgia, by John T. Wheeler. The Interstate, Danville, Illinois, 1948. 392 pages, illustrated.

This book portrays the development of agricultural education in Georgia from Colonial times to the present. It is a factual running story of the organized efforts to establish the teaching of agriculture in the public schools, or with the efforts that have led directly to the establishment of such instruction. The factual data on which this book is based were compiled as part of a research project fostered by the Office of Education, with some evaluation and comments added to each chapter by the author, based on his more than 40 years of devotion to the development of this field of education in the state and nation.

DISTRIBUTIVE

Retail Merchandising Conferences, Business Education Publication No. 40, California State Department of Education, Sacramento, California, 1948. 53 pages, paper covered.

This manual presents an outline of the instructional material and the procedures being used presently in the Retail Merchandising Conferences, which were organized by the Bureau of Business Education in an endeavor to aid businessmen of California in the development of plans for improvement of the appearance and services of individual businesses and business communities.

INDUSTRIAL ARTS

A Brief Guide to Teaching Industrial Arts in the Secondary Schools. Florida State Department of Education, Tallahassee. 117 pages, paper covered.

Designed to be used as a guide for basic procedures, this book presents suggestions for industrial arts teaching prepared by a select group of Florida teachers. Designated Bulletin No. 12, second edition, it may be secured from the State Department of Education, Tallahassee.

An Analysis of Drafting for Teachers, by F. R. Kepler, Fred S. Nicholson, William G. Sloat, and N. Raiph Tucker. D. C. Heath and Co., 285 Columbus Ave., Boston 16, Mass. 154 pages, paper covered, $1.50.

This booklet presents a complete analysis of the the content of mechanical and engineering drawing in outline form. The book will be found helpful to teachers in planning courses of study and in standardizing drafting practices.

This analysis is the result of research by a committee of the Michigan Industrial Education Society. Its authors are outstanding as leaders in the teaching of drafting.

An appendix includes the complete *American Standard, Drawings and Drafting Room Practice* together with a helpful index of the standards.

INDUSTRIAL

Graphic Arts Procedures, by R. Randolph Karch. American Technical Society, Chicago, Illinois, 1948. 372 pages, illustrated, $3.75.

Described by its publisher as "A modern approach to modern procedures," this text presents the entire field in the graphic arts in a manner that reflects recent advances in the industry. Vocational and occupational guidance is provided and cultural as well as technical values are thoroughly considered.

GENERAL SHOP WOODWORKING

By Fryklund & LaBerge. Revised 1946. Unit instruction in hand woodworking processes. Clear text instruction is made even more understandable by many line drawings which explain and illustrate each procedure. Provides information on sources, processing, and uses of wood and describes many types of woodworking occupations. Designs for twenty-five practical projects and section on identification of wood and trees. Contents include layouts, marking gauges, hinges, stains, fillers, moisture in lumber, abrasives, hardware, upholstering, design, moldings, sanding, rabbet, cross lap and many other topics. $1.00. Order today. Clip this.

MACHINE WOODWORKING

By Robert E. Smith. Revised 1948. Short teaching units cover proper procedures and operation and care of machines. 224 illustrations. $2.75.

PROJECTS IN WOODWORKING

By Douglass & Roberts. Revised 1948. Detailed drawings for 109 projects for both beginners and advanced students. $3.50.

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Troubles of Electrical Equipment—New Third Edition, by H. E. Stafford. McGraw Hill Book Company, New York, 1948. 456 pages, illustrated, $4.50.

A practical maintenance handbook covering the faults of electrical equipment, how to determine the causes from the symptoms, and how to remedy troubles. The electrical equipment dealt with is the usual equipment in the average industrial plant. Considerable material in the third edition has not been published in handbook form previously. This new edition contains 15 new diagrams, as well as much added useful information.

Construction Estimates and Costs, by H. E. Pulver. New Second Edition, McGraw Hill Book Company, New York, 1948. 653 pages, illustrated, $6.00.

A practical manual on accurate construction cost estimates and quickest, easiest methods of securing them. Provides step-by-step instructions for estimating construction work of several kinds, including excavations, all parts of buildings, concrete, structural steel, etc.

Scientific and Industrial Glass Blowing and Laboratory Technics, by W. E. Barr and Victor J. Anhorn. The Instruments Publishing Co., Inc., Pittsburgh, Pa., 1949, 388 pages, illustrated, $6.00.

The purpose of this book is to aid the experimentalist in using glass; it also should help the laboratory worker design complex equipment more intelligently. The more advanced portions of this book are intended to explain what the professional can do, rather than the details of how he does it.

Annual Conference Report, Shop and Drafting Teachers, Chicago Public Schools, by Philip L. McNamee and other members of the Chicago Board of Education. Printed by the Students of Washburne Trade School, 1948. 39 pages, illustrated, paper covered.

Report of the conference and dinner held for the purpose of affording some 450 technical and vocational shop and drafting teachers the opportunity of gathering together to exchange ideas. This bulletin contains individual reports of the year's activity in the drafting and various unit shops such as aviation, auto, electric, forge, foundry and welding, machine shop, printing, and woodwork.

Job Instruction Training, JIT—A Leader's Manual, Business Education Publication No. 41, Revised Edition, 1948, California State Department of Education, Sacramento, California. 71 pages, paper covered.

This manual on Job Instruction Training has been prepared for the purpose of providing managers, department heads, and supervisors with the fundamentals of efficient teaching methods. Its primary purpose is to train supervisors how to work through and with other people in maintaining standards of good workmanship.

THE NORTH DAKOTA STATE SCHOOL OF SCIENCE

The North Dakota State School of Science has completed 26 years of successful operation on the Babcock or "North Dakota" plan, during which time it has grown from an enrollment of 100 to a present student body of 900 students. The school itself has been operating as a vocational school for nearly 45 years under the authority granted by legislative act of 1903. In 1922, the North Dakota State Board of Administration delegated the task of making an intensive study of vocational education in the United States to Dean Earl J. Babcock of the University of North Dakota for the purpose of determining the definite program for the State School of Science. After several months' work, Dean Babcock, in cooperation with the officers of the school and the State Board of Administration, submitted a carefully organized plan which has been in effect ever since and has proved to be an outstanding success.

INDEX TO ADVERTISERS

Aluminum Company of America, Inside Front Cover

American Technical Society, p. 29

Foredom Electric Company, p. 31

General Machinery and Equipment Co., p. 30

International Harvester Co., Back Cover

McKnight and McKnight, p. 32

Oliver Machinery Company, p. 31

South Bend Lathe Works, Inside Back Cover

Swift and Company, pp. 16-17

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Here are the 1948 national winners of Fowler McCormick scholarship awards in the 4-H Frozen Foods program. The winners were: (left to right) Martha Klepfer, Speer, Ill.; Mary Louise Young, Middletown, Md.; Joyce Kenagy, Loveland, Col.; and Betty Ann Carter, Louisville, Miss.

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